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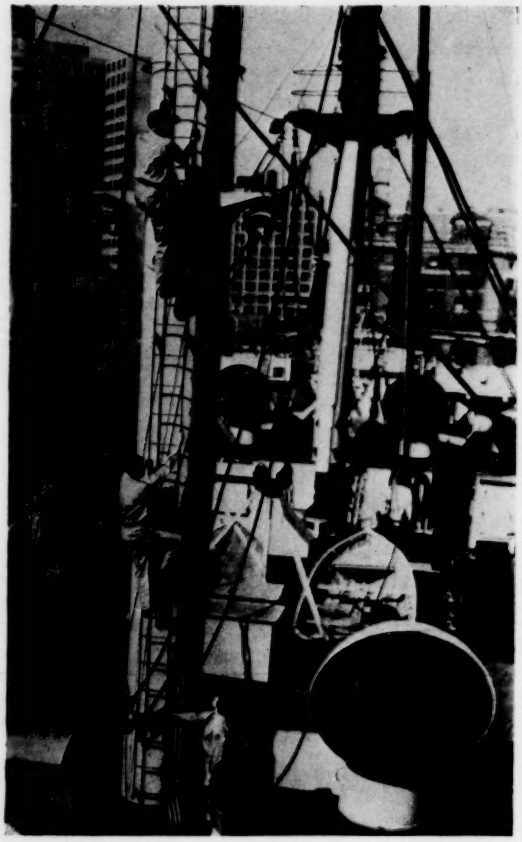
NOVEMBER, 1954 VOLUME 137 NUMBER 2

AMERICA'S OLDEST MAGAZINE FOR EDUCATORS

New York boys do not have to run away to sea—they can attend the Metropolitan High School's S.S. John W. Brown, under Captain Joseph Schellings, Chairman of the Maritime Department. Our cover picture shows a group of the boys, whom the Captain referred to as "Early birds awaiting for school to start."

The subject is sufficiently unusual to warrant the additional pictures presented on this page. At the top we see boys "Laying aloft" to overhaul cargo gear and rig for painting. The middle picture shows a class studying the sailing rig for a lifeboat, while at the bottom a class is seen comparing the magnetic compass and the gyro repeater.



Lesson in laying aloft

Classroom, No. 1 Tween Deck

These pictures were taken by students in the school's photography department and were supplied by Mr. Franklin J. Keller, Principal. The Metropolitan Vocational High School offers training in the Maritime Trades including Engine, Deck, Radio, Steward, Electrical and Business Departments and presents a course in boat-building.

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Wheelhouse classroom

JOURNAL of EDUCATION

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A Different Method for the Poor Reader

By E. W. Dolch

The method of teaching reading which is current in the schools of our country is especially suited to the needs and nature of the good reader. It is natural that this should be so. Our method of teaching swimming is geared to the needs of those who learn to swim. Our methods of teaching golf are geared to the development of those who learn to play golf. So our method of teaching reading is planned for the good reader and works with the good reader. We know that it does, since most of the children in our schools do learn to read, and to read well.

We can understand this fact better if we examine at least five characteristics of the current method of teaching reading.

Characteristics of Current Method

1. First of all, the *textbooks* in use are planned for the good reader. If a first grader can read the first grade book, he is a good reader. If the second grader can read the second grade book, he is a good reader. This situation continues throughout the school. We find that the book for each grade fits the good readers of each grade. The interest of the stories is right for them. The difficulty is right for them. So all goes well with the good reader.

2. The *method of "teaching words through stories"* is suited to the good reader. The books plan to interest, to arouse thinking, to expand background, and so on, but they also plan to teach words. These words are used in the stories and repeated according to the plan of vocabulary control—at least twice on the page, on the next page, five times in the book—whatever the plan is. The good readers meet the words in the stories, see them several times, and add them to their sight vocabulary. Sight vocabulary is built through stories. This plan works excellently with the good reader.

3. *Sounding* is needed in reading, and the current method presents sounding elements to the children as these elements are needed in the basic book. Groups of words or exercises are presented on the blackboard, the children see the principles involved, they learn them, and then they apply them in their reading. This is a plan based on transfer of training, from exercises or examples to the book, and it works with the good readers. They learn sounding as they need to do so, and without any trouble they become good at sounding skill. The method suits their natural ability and needs, and it works with them.

4. *Grouping* in reading is actually worked out for the good reader. One can see this if he will put all the children in one group under a typical teacher. First of all, the teacher will find a few who are far ahead of the class. They are reading one or two grades ahead of the others. Naturally these children are bored and are a nuisance to the good average readers of the grade. One solution is to set these children aside in a fast group or an A group and so get them out of the way of the good readers who are using successfully the book for the grade.

This typical teacher will then find that there are some children who are not interested just because they are not up to the reader for the grade. They do not know the words. They cannot learn fast enough.

Reading by the silent-oral method.

Courtesy of Quincy Public Schools

They are a hindrance to the good readers. One solution, of course, is to put these children to one side in a slow group and so get them out of the way. With the too fast and the too slow out of the way, the good readers can go ahead in their proper way, learning sight words from stories, learning sounding from exercises, and using their basic reader with success.

5. Finally, the very popular *silent-oral method* of teaching reading is planned for the good readers. This plan makes three assumptions, all of which hold true for the good readers: (a) the silent-oral plan assumes that the children remember all the sight words they are supposed to have learned in previous books or on previous pages. Practically all of these previously taught words appear again in the readers and must be known if one is to read those books. The good reader in the second grade remembers the first grade words; the good reader in the third grade remembers the first and second grade words, and so on. If one remembers the old words, there are only the new words to learn.

The second assumption is (b) that the new words are learned in the pre-reading presentation. If there are a half dozen new words, they are learned before the reading, and so the good reader can read silently since he has both remembered the old words and learned the new ones. And if there is trouble, the third assumption can be relied upon, (c) that the good reader has learned word attack. Of course such attack has been taught, and it is assumed that the good reader both remembers it and uses it. So with these three assumptions in operation, the good reader can successfully use the current silent-oral method.

The Poor Reader

We can now look at this set-up, so successful with the good readers in our schools, and ask, "How does it fit the poor reader?" The answer is not far to seek.

1. *The basic reader does not fit the poor reader.* It has too many hard words for him. He can only struggle and guess. If the attempt is made to give him a reader for a lower grade, then the material is unsuitable. If you give a fourth grader a book intended for a second grader, the stories and topics will be "baby stuff" to him, and will repel him instead of urging him to read, as they do the good readers in the second grade. The standard basic readers are definitely not planned with the poor reader in mind.

2. *Teaching words through stories alone does not suit the poor reader.* He may see a word two times or five times, or ten times, but somehow still does not know it when he meets it again. Perhaps the reason is that he sees or thinks the "story" most of all and does not very strongly perceive the word itself, but in any event, words used only in stories are not learned by most poor readers.

3. *Sounding as usually taught to good readers* does not become part of the equipment of the poor reader. Perhaps he is too immature and is not ready for the principles when the good readers are ready for them. Perhaps his attention is at fault. Perhaps he does not transfer from exercises to reading. Whatever the cause, the sounding that is a part of the usual teaching of reading does not work with the poor readers.

4. *The system of three groups* is very definitely against the interests of the poor reader rather than for them. The greatest thing in education, we are all agreed, is motivation. The 3 group system kills whatever motivation the usual poor reader may have. If his group "chases the others through the basic," he has lost all interest in the material through having heard the other groups read it two times before it comes to him. If his group is given another lower grade book it is baby stuff that he does not want to read. The three-group system cuts the poor reader's reading time down from perhaps an hour a day to twenty minutes a day. The other groups may still practice an hour a day by reading during their seat periods. But the poor reading group does not usually read during its seat periods because it cannot, and so does not bene-

Courtesy of Chicago Public Schools

Teaching words through games encourages learning motivation.

fit. In fact, the slow group is likely to learn very little, year after year, due to unsuitable material and lack of motivation. Add to this the fact that in far too many rooms, this group is known as the "dummy group," and we can see that the three-group system is utterly unsuited to help the poor readers to learn to read.

5. Finally, the *three assumptions of the silent-oral system,* which are true for the good reader, are quite untrue for the poor reader. (a) The poor reader does not remember the sight words from previous books or years. While the good reader may meet three or four new words per page in the basic book, the poor reader meets ten to twenty unknown words per page. (b) The new words are often not learned by the poor reader from the pre-reading presentation. When he meets one on the page, he does not know it but looks for it on the board and tries to remember what it said. (c) And the poor reader is almost always quite without word attack to help him. He comes to unknown words and must either stop and ask or just skip. And he soon learns to skip.

A Different Method for the Poor Reader

From all these considerations, it is plain that the current method of teaching reading is planned for the good reader only and does not suit the poor reader. Many persons have long been aware of this fact, and many methods have been proposed and used. Let us here describe briefly certain methods that have been used with success, and we shall do so by checking over again the five aspects of reading that we have previously discussed.

1. Separate basic texts for the poor readers have not worked very well, and in their stead there have been used *special sets of books* of older interest but low reading level. These books may even deal with adult matters, in spite of their being easy to read. A list will be sent to anyone interested.

To make reading attractive to the poor readers, as well as to all, the daily independent reading period should be inaugurated. Even for a short time each day, each child should be reading a book of his choice, which means a book "on his interest at his level." If all are doing this, the poor readers are not pointed out as different. This method does wonders for the good readers too, and the poor reader discovers that reading can be fun. There is some real motivation to learn rather than lack of it.

2. Teaching words through stories can continue but to it can be added the *teaching of words through games.* A game gets eager motivation and tremendous repetition. The game should be a luck game, however, so that anyone can win. Poor readers can play with good readers so that there is no distinction. Since a child must know words in order to read, let us use his interest in play to help him learn words.

3. *Sounding can be taught to the whole room,* and many poor readers will learn sounding as well as anyone. To put poor readers off to one side and to deprive them of the chance to learn sounding is wrong. In addition, all should have practice in "using sounding in reading," and that means practice in using

(Continued on page 24)

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The Challenge of Our Problems

By Mark Murfin

A recent study of the problems of school administrators reports the magnitude and the kind of perplexing questions school personnel face in 1954. This research reveals the pressures that some administrators feel in their work. The problems of teachers working with modern youth to provide an adequate education for all are also very real, very perplexing, and very vital in our time.

Someone has said, "There are more ulcers among school teachers today than in any other generation." An elementary principal declares, "The red tape, the clerical work, and the routine of my job are 'driving me crazy'. " A teacher reports, "I have to work harder this year than ever before. My youngsters are highly stimulated. I must prepare more carefully."

The writer does not want to leave the impression that all the time of the teacher is now devoted to problems. To the contrary this article proposes that these problems are really just a part of our daily task. They are the challenge which makes our job of real significance. They are narrated here only to enable us to focus our attention on "specifics" and to look for some concrete methods of solving them.

Criticism of Public Education

One problem of great concern to all teachers at this time is the criticism of public education which has been so widely distributed by the press and so gullibly received by our school patrons and the public. Our concern should not be limited to the specific misinterpretations or misunderstandings which these attacks have propagated. Neither need we stoop to engaging these individuals in further debate. The teaching profession on the other hand may well search for the "why" of these criticisms of our public schools. There can be little doubt that these attacks have created a new problem for teachers. Correct attitudes learned in the home concerning the importance of education, correct attitudes toward school, and correct attitudes in regard to teachers are important if the child is to succeed in the classroom. Any attack which destroys or undermines the confidence of the parents in their own school, ultimately harms the child. Therefore, teachers need to search for the reasons for these misunderstandings of the modern elementary school and its program.

Teachers need to advertise and they need to advertise in simple understandable language. It would be an interesting study if the teachers in your school system would poll a thousand laymen and ask them, "What do you think about the modern elementary school and its program?" You would probably receive some answers similar to these:

1. "The schools are very expensive."
2. "They don't teach like they used to."
3. "I can't understand the new methods of teaching."
4. "They are very democratic in school now. They hold an election to decide if they want a fire drill."
5. "They do a lot of hammering and sawing."

Comments of this type reflect the effect of many misunderstandings. Other parents will just admit that they seldom think about the elementary school. It is just a building with a paper-strewn playground, with screaming youngsters at recess time, and with big gapping windows and blinds awry.

Here then seems to be the "why" of many of the attacks upon the elementary school. The school is as isolated as a fog-bound island apart from the mainland. The school and its staff are out of contact with the pulse of the community which they serve. The school by its "off-limits" connotation has created many of the misinterpretations and misunderstandings disseminated by our critics. We need to take down our "off-limits" signs and to bridge the gap from the home to our fog-bound isolated schools.

Good teachers advertise and good advertising is effective. Every teacher should sit down with her children in the afternoon five minutes before dismissal and say to them, "Haven't we worked hard today? We built a grocery store, and didn't we learn a lot of arithmetic? We all worked hard and we are all learning to add. *Go home and tell your mother that I said so!*"

A tired father coming home from work sees his children for the first time that day at the dinner table. How disappointing it must be when he tries to engage his school-age son in a conversation concerning his school work only to have his child say, "We didn't do anything at school today. We just "goofed-off" all day playing grocery store." Father is an easy target when he sits down after dinner and picks up his popular magazine and reads an attack upon the schools which declares, "The schools aren't teaching arithmetic."

Learning arithmetic through everyday experience.

Advertise Our Schools

Let's honestly advertise our schools and in language that is understandable. It is ironic that in our age when communication through the newspapers, magazines, radio, television, bulletins to parents, report cards, and parent-teacher meetings, is at an all-time high, understanding seems to be at an all-time low. Some of our difficulty in communication seems to be in our words. Terms like curriculum, unit method, fundamentals, language arts, and I.Q. are glibly tossed about by school people. The research available indicates that they are not too well understood by teachers themselves and certainly contain many misunderstandings for the layman. Let's be explicit in our communication. We still teach children to read, to write, and to do arithmetic. We still teach phonics. The best public relations for the school are the successful children who learn to read and write and an intelligent interpretation of our objectives and our methods. Our critics do not comprehend our wordiness in education when we say "learning the fundamentals in a real-life situation with understanding and functional application." We should simply say, "We learned to add by building a grocery store in second grade."

Youth Themselves

Another challenging problem at this time is the charge that youth are more difficult to teach and to manage in the classroom than they used to be. Experienced teachers sometimes make this statement. Whether we agree with this blanket judgment of our youth or not we will agree that youth, parents, and teachers do have problems in 1954.

A clergyman recently said from the pulpit:

> "Our earth is degenerate in these latter days. There are signs that the world is coming to an end. Children no longer obey their parents. Everybody wants to write a book. The end of the world is near."

He continued:

> "The children now love luxury, they have bad manners, contempt for authority, they show disrespect for elders and love to chatter in the place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up the dainties at the table, cross their legs, and tyrannize over their teachers."

While these sound like quotations from current juvenile delinquency investigations actually the first quotation is from an Egyptian priest, 4000 B. C., and the second quotation was written by Socrates over 2000 years ago. It may be that human nature has changed very little but we must admit that the child's environment creates real problems for modern children.

Helping Youth and Improving the Community

What can the elementary school do in relation to helping youth? One of the major aims of the school used to be to improve the community. Some teachers have felt that with urbanization and consolidation that the teacher no longer has a direct responsibility in the community. Is this a correct assumption?

Last year an adventurous city supervisor took a postion in an isolated rural area as teacher of a one-room country school. She undertook and was successful in improving this community through the youngsters attending the school. After discovering that these children all drank off the palm of their hands at the pump on the playground, she proceeded to teach the germ theory and taught the reason for the individual drinking cup. She brought music into the lives of these rural hill people. She helped the parents secure material for a new schoolhouse roof. She taught first aid to children and parents. Here was a teacher who truly improved the community where she worked. A fair question might be, "What has your elementary school done in the last year to pick up the community where it is located and which it should serve?" It is false to

(Continued on page 32)

What Kind of Teachers Do They Want?

By Sister Josephina, C.S.J.

From kindergarten to university levels a topic commonly discussed in gatherings and conventions is that concerning the relations between teacher and pupils. More specifically it is the presence or the absence of that elusive and almost indefinable characteristic called "rapport." It may safely be said that to the degree that it is present within a class, to the same degree will the good adjustment of pupils progress. Pupils cannot learn in an atmosphere of fear, dislike, and frustration. That the teacher is not the sole factor in the determining of this important element so conducive to learning, is readily admitted. She is, nevertheless, the one who plays the largest role in attempting to bring the feeling of "rapport" into the everyday class lesson.

Do pupils know the type of teacher with whom they can best learn? What kind of a teacher do pupils want for a teacher? It is felt that oftentimes credit for critical evaluation is denied these pupils who can and do think about their teachers. They set up norms for the acceptance of teachers and we are letting valuable criteria slip away by failing to use some of the findings from studies which attempt to find out the type of teacher the pupil in today's school wants. There are certain characteristics and qualities looked for in the teacher. To the pupil the teacher is someone set apart, and with that inner eye, the pupil does searchingly look for the traits and qualities which should be there if the teacher is to wield the most good for her pupils. This inner eye looks beyond the merely physical and surface characteristics.

What are these intangibles that pupils look for in their teachers? Is there any objective measure which can be used to let teachers know whether or not they possess the criteria needed for successful teaching? Unfortunately, there is no answer to these questions, especially that regarding the objective measurement. In order to find out what pupils want, a survey[1] was conducted with a group of four hundred students who were asked to select their best liked teacher and to give reasons for the selection.

The group was divided into one hundred each of the following students: graduate level, college seniors, high school seniors, and eighth grade pupils. A questionnaire was constructed to secure the desired information. The questionnaire was composed of three parts: Part I consisted of eighteen items related to classroom management; Part II was made up of ten items related to teaching ability; Part III had two questions with subdivisions which served as a check on Parts I and II. In this paper only a digest of the findings is presented.

[1]Dinneen, S. Andre, "Survey of Pupils' Opinions Of Their Best Liked Teacher," Unpublished Master's thesis, Department of Education, Boston College, 1953.

TABLE 1

Per Cent Of Replies To Certain Questions Regarding The Best Liked Teacher

Question	Group							
	Graduate		College		High Sc.		Eighth Gr.	
	Yes	No	Yes	No	Yes	No	Yes	No
Was this teacher strict?	85	15	75	25	56	44	47	53
Did this teacher make you work?	96	4	97	3	96	4	84	16
Was this teacher good looking?	42	58	39	61	52	48	72	28
Did this teacher explain well?	98	2	98	2	95	5	97	3
Could this teacher take a joke?	98	2	99	1	98	2	96	4
Did you fear this teacher?	26	74	29	71	24	76	37	63
Was this teacher impartial?	86	14	88	12	63	37	29	71
Did this teacher have the respect of all?	92	8	99	1	94	6	95	5
Did this teacher have control of the class?	99	1	100	0	89	11	91	9

Respondents were asked to name the grade in which they had the best liked teacher. In order of frequency they named Grade 7, junior year in high school, junior year in college; no present teacher was to be given as the best liked teacher. This was done to safeguard the responses for the students who may have felt that their answers regarding the present teacher may have some effect upon their relationship with her or him. It is of interest to note that the naming of these particular grades places them in about the same relative position, the grade just before the point of graduation.

Part I asked questions concerning the characteristics of the best liked teacher. Table I presents some of the responses with the per cent of replies for either "Yes" or "No."

From an observation of the table, it is obvious that all groups are in favor of the majority of the responses. However, it is worthy to note that for the answer given to the question, "Is this teacher good looking?" pupils in Grade 8 seem to feel that good looks do play an important part in the determining of the best liked teacher. Nevertheless, it is not the sole factor that causes one to pick out the individual as being the most effective teacher.

Part II of the questionnaire asked what were considered the most outstanding traits a teacher should possess. These are reported in rank order and the five first are shown in Table 2.

TABLE 2

Five Outstanding Traits Chosen By All Groups

Trait	Rank Order	Total No. of Choices
Friendly	1	345
Understanding	2	332
Patient	3	298
Humorous	4	245
Impartial	5	212

As shown so many times in past research, pupils like that teacher who is friendly and understanding. Good teachers exemplified these traits in the present study. Ranking "Friendliness" as first choice, pupils do want teachers to be congenial.

Part III dealt with the subject in which the best liked teacher taught. Table 3 shows the rank of the first ten subjects given in the study. From the results, English stands as number one choice, with arithmetic as number one for eighth grade pupils. That the study of English is very important at high school and college level is well agreed upon. These teachers evidently, from the data used in the study, do succeed in making their pupils not only like the subject, but also like the teacher as well. Frequently, students dislike a subject because of some personality trait of the teacher. A childish way to reason, of course, but nevertheless, one indulged in by many students.

TABLE 3

Rank Order Of Best Liked Subjects With Best Liked Teacher

Subject	Rank Order	Subject	Rank Order
English	1	Geography	6
Arithmetic	2	Algebra	7
History	3	Literature	8
Latin	4	Psychology	9
Spelling	5	Chemistry	10

From the data presented the following conclusions are assembled:

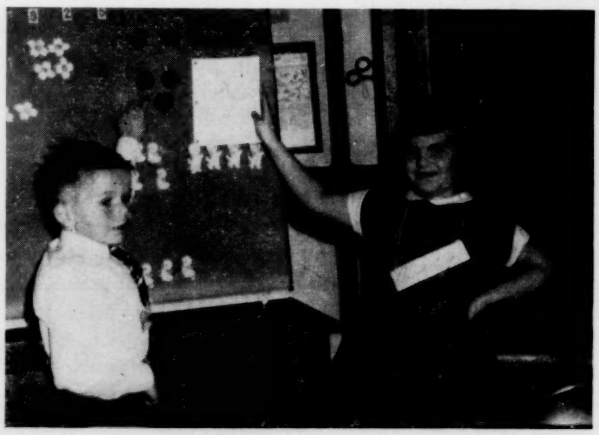
1 Students at all levels of school prefer that teacher who possesses the abilities to maintain order and to put the lesson across clearly.

2 Characteristics of effective teaching are recognized by pupils at all levels.

3 Physical appearances have little effect when choice is made of the best liked teacher.

4 Pupils want their teacher to be friendly and understanding.

5 English ranked first with high school and college seniors and graduate students as the subject in which they had their best liked teacher. Pupils in Grade Eight choose arithmetic as the subject in which they encountered their best liked teacher.



A happy atmosphere in the classroom helps these pupils to learn more quickly.

Knowing in a small way what pupils want in teachers, and what characteristics they admire, we as their teachers can attempt to integrate these qualities into our own personalities. To the degree that we possess them, to the same degree will we attempt to create that elusive quality of "Rapport" so needed in an effective learning situation. Then we will become the Mr. Chips of today's schools.

The Greatest of These

By Edith Clifford

GOOD MORNING SUN, THE WORLD'S BEGUN FOR EVERYONE—FOR LOVE, AND WORK, AND PLAY:

An eloquent and convincing concept, but not for Terry. The day had begun most certainly, but there was no love, no work, and no play—just nothing, all day long. Well, not quite nothing. There was a great big chip on each of Terry's straight sturdy shoulders, that dared anyone to knock them off; there was a short vicious punch in his strong right fist, and a sly sharp pinch in his stubby little fingers for the unfortunate one who got in his way; there was a belligerent look in the slanting glance from under the lids of the half-closed blue eyes that never looked directly at anyone.

For the other twenty-nine first grade children the philosophy of love, and work, and play, was in twenty-nine varying degrees, real and satisfying. It was acceptable to all except Terry. He was different. He knew it and so did everyone else.

Terry played with no one, indoors or out, spoke rarely, and usually not at all. One day, after a particularly trying episode of punching and pinching, he stated in one big breath, "I'll send my mother and father up here to kill you and then you yon't be a teacher any more because you'll be dead." Twenty-nine shocked, wide-eyed children waited with breathless expectancy. This quiet answer was designed as a calculated risk, "Terry, you will have to stay at home with your mother and father until they teach you to stop punching and pinching. If you can't stop yourself we can't allow you to be here. We like having you and want to help you, but only if you do your part. Otherwise we shall arrange to have you stay at home with your parents."

The next morning and frequently thereafter, Terry very cockishly chanted, "I was the first one here this morning." He had been challenged. No one was going to deprive him of coming to school. He began to restrict his usual behavior, not entirely nor wholeheartedly, but the overt acts were less frequent. When one did appear it was turned to advantage as evidence of his growth. Even though he had slipped this time he was given recognition for his recent pleasing acts, or lacking those, his avoidance of displeasing ones. Confidence was expressed that he would again stop himself for no one else could do that for him. The other children were given appreciation for their help and understanding. Terry's progress became a cooperative purpose. In helping him everyone experienced growth in emotional stability. In recognizing his needs and in the urgency of providing for them everyone realized

". . . for love, and work, and play . . . an eloquent concept but not for Terry."

fewer personal needs and became far more adequate in self-direction.

The early fifteen minutes before the arrival of the other children, became a breeding time for concepts of new attitudes that influence behavior. In answering casual requests and remarks, Terry began to talk quite naturally. Soon he was encouraged to look directly into my eyes while he was speaking, so that he could see what was happening to them.

It was intimated that it was pleasant to see what was in his own eyes, and it was suggested that to look directly at the other person was not only pleasant but courteous. When he was told that his eyes showed a happy boy, he laughed.

We later shared the amusement, by relating the incident to the others. They also laughed. That eyes show how a person feels was a new idea. Everyone began watching eyes more closely. It was fun.

From the start Terry had shown a definite set against any academic learning. In February, when his personality pattern began showing a delayed but continuous improvement, his mother, for the first time, came to ask what had happened to change Terry so much. She claimed that he was a different child at home. He had shown her how he must look directly into the other person's eyes while speaking. He now wanted to learn to read and had insisted that she find out how to help him.

Since Terry was about six months retarded, we began at the beginning and soon he was learning to read, write, and understand number values. Sometimes

(Continued on page 32)

Prevention of Panic in Elementary-School Children

By L. J. Mauth

(The sketches were submitted by Miss Paula Shales of Ball State Teachers College, Muncie, Indiana.)

In cooperation with state and local representatives of the Civil Defense Program, many of the school systems throughout the nation have laid plans to safeguard the lives of the school population in case of enemy attack. Such preparation is expedient and commendable. However, the possibility that even the most carefully planned program may be rendered ineffective because of panic and hysteria in the event of a real crisis is always present. The prevention of such a disaster is a responsibility of each classroom teacher,as well as of the administrator. The task is especially critical in the elementary school where the level of maturity does not permit presupposition of a rational course of action. Although it must be expected that some children will respond in an undirected and emotional manner in times of crisis, it is believed that the following suggestions will help to prevent or reduce panic behavior among elementary-school children.

1. Children should be confident that the teacher is a self-contained, responsible, dependable and calm individual whose judgment may be relied upon in times of crisis. This condition may be encouraged by the teacher who:

a. gives directions in times of crisis in a matter-of-fact, but forceful and effective manner. This means that teachers must know the proper procedure to follow and what to say to effect it promptly.

b. sets an example of rational and responsible self-control. Panic is contagious and in times of emergency the teacher must be emotionally prepared to assume a confident air.

c. studies the children to identify those least likely to respond rationally in times of crisis. Such knowledge will tell him where his influence is most needed in an emergency and will point out those individuals in whom he will attempt to develop more desirable response patterns.

2. Teachers chould prepare children to respond effectively in emergencies by emphasizing certain aspects of daily school living. This condition implies a long-range program since it involves the establishment of certain attitudes and predispositions to act in an acceptable manner under stress. Such emphases might well include:

a. impressing upon children that in emergencies immediate and unquestioning compliance with instructions is essential for the safety of all concerned. This is no time for group decisions. Such matters should be discussed in anticipation of eventualities and group acceptance of the curtailment of individual rights under such circumstances should be achieved before emergencies.

b. discussing with children proper conduct in a crisis and giving them opportunities to practice such responses in order to fix them and to demonstrate their effectiveness.

c. developing in children a feeling that group welfare is the responsibility of each individual. Group loyalty should be a part of daily living in the classroom.

d. recognizing that people tend to respond in crisis in a manner similar to that in which they meet the problems of every-day life. Children who are unaccustomed to orderliness and consideration in passing through hallways or to and from the building and classes can hardly be expected to respond in a controlled manner under tension. This does not imply regimentation but a degree of self-discipline in conformance with maturity.

3. Children should be impressed with the fact that the responsible adults have made all possible provisions for their safety and comfort. Peace of mind is encouraged when one is assured that other people are concerned for his welfare and have taken precautions to insure it. This condition may be promoted by:

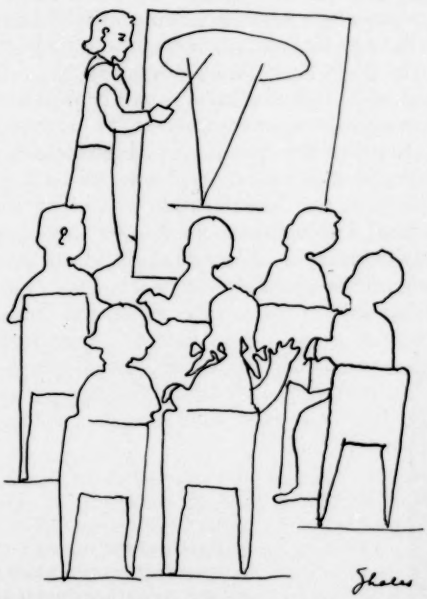
a. acquainting children with the shelter areas and the provisions associated with them.

b. having practice drills so that children will be assured that adequate provision has been made for all and so that the effectiveness of the precautionary measures will not be doubted.

c. encouraging a good working relationship with the home so that children's confidence will not be shaken by belittling comment within the family. This emphasizes the essentiality of keeping parents informed and instructed on the school defense program.

d. discussing the basic, over-all plan of civil defense to demonstrate the scope of the planning and preparedness program.

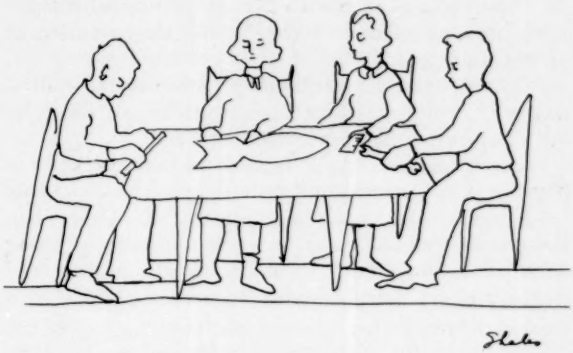
4. Children should be encouraged to acquire some knowledge of the construction and operation of attack weapons and how their destructive forces may be reduced. Fear and panic often stem from ignorance.



We tend to react more rationally to conditions we understand and have been led to anticipate. Such information should be supplied in proportion to the children's capacity for understanding and should not exceed the demands of their inquiries. Questions should be answered clearly and precisely and dramatization and emotionality should be avoided.

Requisite knowledge may be incorporated into the regular curricular offerings by:

a. studying bomb construction and detonation, contamination, radiation and fire prevention in science classes.



b. gaining first-aid skills in health classes.

c. increasing children's self-sufficiency and independence from modern conveniences by studying about frontier living in social studies and by engaging in camping experiences as part of the school program.

d. giving children opportunities to learn the practical arts—handling of tools, sewing, cooking, growing food, etc. Such skills tend to develop self-confidence to meet emergencies which may threaten our way of living.

5. Children should be given an active part in the precautionary program. Children, as well as adults, feel more confident in and satisfied with a program to which they have contributed. This might well involve:

a. drawing children into the planning program in proportion to their capacity to contribute.

b. assigning duties related to the safety program to responsible children.

c. giving children a major part in disseminating defense information and plans to the homes.

6. Children should be given opportunities to "talk out" their fears related to possible disaster. Tensions may often be relieved by such therapy and the possibilities of panic are reduced proportionally. The adult in the situation should be careful not to augment fears by emotionalizing headlines, pictures, or news releases. Rather, he should maintain a reassuring and confident manner so that the discussion will reduce itself to a matter-of-fact consideration of the day's events.

(Continued on page 14)

Current Affairs in the Social Studies

By J. Edward Gerald

The tools available to the social studies teacher have been affected by technological improvement at an unequal rate.

The speed at which the day's news is transmitted has been rising ever since the invention of the telegraph and now has far outrun thought.

Any American tourist in Paris or London ready to pay the price can transmit both sides of his postcards by facsimile and have something to talk about when he gets home. The same transmission process, using cable or radio circuits, could transmit the text and pictures of an *Encyclopedia Britannica* volume in a few minutes.

Back in the library and schoolroom, however, the pace has changed too, but not nearly as much as available facilities would permit. A major book incorporating current economic data, if begun today, would be a year out of date when it reached the publisher and still further behind when students read it. While the president of the United States may draw upon current figures to prepare a budget and a semi-annual economic report, the text-books and reference books, because of the expense and care which attends their preparation, are dealing in part with applications of theory to conditions no longer existing.

Political parties struggle even more with this lag in information in an age of high speed transmission. Thus a policy formulated by the Department of State with reference to Chiang Kai-shek, during the second World War, became a campaign issue eight to ten years later. The policy with reference to Mao Tse-tung, will reach the decision stage long before the masses of the world learn what happened to Chiang.

Germany under Bismarck and Hitler is important today, but less important than the Germany divided between East and West and its separate parts confronted with an opportunity to escape from defeat into rearmament. It is in the awesome here and now of world affairs that each government decides the purposes for which it exists and the ways in which it shall use its strength.

The question for America is whether public policy will be formulated with data from the here and now or data from an era in which social science has reached the book publication stage, or both. The school teachers and the mass communications media together decide whether the country makes its new decisions—that is, writes its history—with information current or old.

The values given to the here and now by this writer are not everywhere accepted by teachers. The pattern of attention to current events through the mass media, whether by reading, listening, or viewing, does not produce well informed Americans. Whether this pattern is learned in school, or whether it is induced by our culture, no one quite knows. But the pattern is an ugly one for those who stake their faith in the future on an alert, informed democratic citizenry.

Dr. George Gallup indicated the nature of the pattern in the *New York Times Magazine* Nov. 4, 1951. He wrote of finding that only 12 per cent of his cross-section sample could answer correctly six simple questions. He asked the location of Manchuria and Formosa, and what is meant by the terms 38th parallel and Atlantic Pact. Identification of Chiang Kai-shek and Marshal Tito was requested.

Dr. Gallup said 19 per cent could not answer a single one of the questions.

Pupils show interest in knowing where places in the news are located.

Awareness of these problems, the extent to which the pace of communication has outrun comprehension, the lag between the event and the scholar's evaluation of it, and the need for fusing the present and the past in schoolroom teaching, are behind most of the thinking and planning of social studies teachers today.

The elements of recency, human interest, and conflict so important in the criteria for news and special events selection by the mass media serve less as barriers to use of contemporary affairs in the schoolroom than formerly. Moreover, the better newspapers, radio and television stations have developed background-to-the-news articles and special event programs so that they have all the validity, perspective, and authority of solid history.

Teaching aids available free or at low cost from publications, publishing houses, and the N. E. A. help organize events into areas of news or topics, and provide tests with which to inventory current news developments in terms of their broader implications. The work of scholars in the social studies can be utilized in application to current events through their books, pamphlets, films and audio material. The reports of journalists on the far-flung news fronts of the world are available and can be used for information and simultaneously evaluated for importance, relevance to the stream of history, and pertinence to contemporary problems.

A teacher consistently using current world affairs material finds that the tempo of classroom activity changes subtly. There is a perceptible quickening of pulse when the subject changes from "olden times" to "our times." The "war in which dad fought" is interesting to today's young man but not as much as the events which may shape up in today's war—a possibility for which society has earmarked every male student in school. Dad's war is important because the social ideas and concepts it created are carried forward to today's world, with a new emphasis and in a new way.

Procedure in the classroom in which current world affairs are under study inevitably tends toward discussion which lasts as long as it is supported by meaning. The student's problem is now less to learn so that he can report to the teacher and more to learn so as to hold his place in the group. At first this appears to be an extra burden, but a student's awareness of his own value, as learned from class discussion and participation, is wider, broader, and deeper than could be conveyed by a gesture of approval from the teacher, and more realistic.

Criteria for use of current world affairs material in the schoolroom have been provided in another context and for another purpose by the Commission on Freedom of the Press which was headed by Robert M. Hutchins. The commission applied them to work of the press in presenting the news, but they are equally applicable to, and perhaps more readily realizable in, the school. In abbreviated form, these criteria are:

Current events should be handled so as to provide

1. A truthful, comprehensive account of the day's news in a meaningful context.
2. A forum for the exchange of comment and criticism.
3. A representative picture of the constituent groups in society.
4. Presentation and clarification of the goals and values of society.
5. Full access to intelligence.

The teacher who proceeds, with these criteria in mind, to the introduction into a social studies class of preselected topics in current world affairs, will find a problem with these elements:

1. Topics for such purposes must be selected in the field of world affairs which can be organized in advance and which are of sufficient interest and importance to deserve a place in the teaching plan.

(Continued on next page)

[1]Also so motivated were the originators of the *Minneapolis Star* World Affairs program for schools. Established in 1946, this program has reached annually from 75,000 to 250,000 school children, depending upon the number of newspapers sponsoring it jointly with the *Star*. The program was devised jointly by the social studies department of the University of Minnesota College of Education and Gideon Seymour, executive editor of the *Star*. Dr. Edgar B. Wesley, the late Dean W. E. Peik, and others on the college staff put the plan into form for teaching and Dr. Wesley directed the program the first four years. The program provides topical organization for current events and provides weekly tests particularly pertinent to current news developments and to the preselected topics.

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2. Reliable materials in addition to regular textbooks and reference works will be needed. These must be well written, inexpensive, and timely, and available in the schoolroom when needed.

3. Topics will need subdividing for assignment to students who report orally in class and answer questions posed by student and teacher.

4. Provision must be made for tests which will hold students responsible for learning the principles and facts of importance in the topics studied. In this respect, current world affairs must be treated as of the same importance as textbook material.

5. The teacher will undertake, consistently, preparation in the field of current world affairs which is on a par with her preparation for the traditional social studies material which she is teaching. Far from being the burden which might be expected, however, this preparation turns out to be merely organization and direction of one's present reading with the needs of the students in mind.

No special prescience is needed to select topics in advance for organization in this way. Dr. Jonathon McLendon set out a quantitative method in *Social Education* for January 1952 which might be helpful to those who have time to apply it or want to use the list which is appended.

If a copy of the *Guide to the Study of World Affairs*, a component of the Minneapolis *Star* school program, is at hand, the selection of topics is quickly done.

The criteria which make events interesting are often deplored as earthy and common, but they are known to all because they are compiled by reference to human nature. Our foreign policy, the United Nations, Point Four—these and many other areas where cures for conflict are being attempted must be studied.

Interest lodges where common fortunes of large groups of us hinge upon the successful operation of a joint enterprise. The problems of the American economy, especially taxes, armament and inflation, and the balance between government and private enterprise, fall into this area. Our dependence upon raw materials requires us to examine continuously the rate of their depletion and the effect of our consumption upon the generations of the future.

Advantages of the topical treatment of current world affairs over the old "current events" recitation are as important as they are apparent:

1. Topical organization turns consideration to the stream, or current, of events through time, connecting the remote past, recent past, and present and pointing toward the future.

2. Topical organization aids the student in defining and selecting news reports which are important and meaningful from the torrent of communication which faces each of us today .

3. Topical organization helps identify and start students to thinking about the areas in which problems of mankind must be solved if civilization is to make progress or even hold its own.

Reliable materials suitable for topical organization are appearing in growing volume. The bibliographies compiled by Leonard S. Kenworthy of Brooklyn College are helpful. So too are the social studies series of the Oxford Book Company, the pamphlet series of the Foreign Policy Association, the Canadian Institute of International Affairs, the Committee for Economic Development, the Institute of Pacific Relations, New York *Times*, *Newsweek*, and many others. The H. W. Wilson Company *Vertical File Service Catalog* lists pamphlets monthly and the compilers work fairly close to the time the pamphlets appear.

Dependable test material is released by the Minneapolis *Star* and co-operating newspapers, *Time*, and professional testing services. The teacher who spends fifteen minutes a day listing the items of importance in the news can make her own tests and keep a watchful and appraising eye on the progress of students. The tests which get the best results in the long run are written and are discriminative enough to give the students some reward for earning a satisfactory score.

By no means the least of the rewards accruing to students who participate in the type of instruction here described is improvement in personal poise and control in oral presentation and discussion.

Prevention of Panic . . .

(Continued from page 11)

Opportunities for such therapeutic discussions may occur:

a. following drill periods.

b. as new phases of the school defense program are developed.

c. during the daily news period.

d. in the home, where parents should be alerted to the dangers of unwise emphases in the presence of children, but should be encouraged to discuss the problems at the child's level.

7. Children should be guided into developing a matter-of-fact attitude toward the entire matter of civil defense. Such precautions are simply insurance measures and do not differ significantly from other similar plans. It is simply wiser to be prepared than to be taken by surprise.

Panic and hysteria are undesirable forms of response under any circumstance, but they could lead to mass catastrophe in time of enemy attack. Each teacher must assume the responsibility for reducing the possibility of such a calamity by considering conscientiously and carefully what may be done to prevent it. The children are in his charge. It is his obligation to prepare himself and them to meet the eventualities which one day may become actualities.

A Broken Speedometer

A Playlet on Place Values in Decimals

By Helen L. Hulsman

A playlet may be used as one device for the presentation of new material in arithmetic. The mystery of the little plot during secret rehearsals in a corner of the classroom or coatroom stimulates the pupils' interest in what the play may contain.

A "radio" play is easier to prepare than a stage production. In the former, girls or boys may read the parts of either. No acting or memorization of lines is necessary and no stage properties need to be prepared. For these reasons the children may prepare the playlet with little coaching.

The following short play has been used to aid in introducing decimals early in grade six. Since it has been given by pupils standing in the coatroom with doors left open, the sound has been very much like that of voices on the radio and the children have listened with interest. The play has served both to present new material and to motivate further work with place values in decimals.

Characters: Bill and Joe, two new sixth-graders.
Place: Bill's playroom.
Time: Saturday afternoon, early in September.

Bill (figuring)—Aw! That old speedometer on my father's car is crazy!

Joe—What's the matter with it, Bill?

Bill—Well, I wanted to find exactly how far it is from Bridgewater to Boston. So I copied down the numbers exactly, before we started and after we got back. Now look at these figures!

Joe—Did you subtract to find how far you had traveled? That ought to give you the distance for your two-way trip.

Bill—Yes, and I checked my work and divided by 2 to show how long a **one-way** trip was. **What** a number! It says **329** miles! We didn't go a **quarter** of 329 miles from Bridgewater to Boston!

Joe—Whew! Something **must** be wrong. You certainly couldn't go **that** far in about an hour and a quarter. But, wait a minute. You must have copied **all** the numbers from the speedometer!

Bill—Of course. Don't I **need** all the figures?

Joe—Well, yes but you don't read all of them as **whole miles.** You know that last little figure on the right—the one that changes so fast?

Bill—Yes. The numbers there **do** go past much sooner than the others.

Joe—Well, my father says those numbers are **tenths** of miles.

Bill—**Tenths!** I thought I knew how to write **any** number of tenths. But I didn't see a **ten** written anywhere to show a fraction.

Joe—No, but some cars use red or green numbers just to remind you they aren't whole ones. You know it takes 10 of them to make a whole one, so they **must** be tenths.

Bill—That's right. I remember that every time I see a **9** go past in the last column on the right, the **next** number gets ready to change to one **more.** Ten tenths **would** make an extra whole one, **wouldn't** they?

Joe—That's so. And isn't it a short way to write tenths without using any denominator?

Bill—But, after all, it would slow us down if we had to stop and use an extra **color** every time we meant **tenths.**

Joe—I wonder if a decimal point wouldn't do just as well as changing the color. You know! One of those periods like the ones we use for dollars and cents.

Bill—I've heard those called "cent points." Are they **decimal points,** too? **Cents** aren't **tenths** of dollars.

Joe—No, but **dimes** are. Perhaps, with money, the **first** number after the point means **dimes** or **tenths of dollars.** Then, if there aren't any extra cents, there is a zero to show no cents. So a dollar and 50 cents would read, "Dollar sign 1 point 5 zero." I bet the second number after the point means **hundredths.**

Bill—Maybe you're right, Joe, because $1.58 could be called 1 dollar, 5 dimes, and 8 cents. That could be 5 **tenths** of a dollar and 8 **hundredths** of a dollar.

Learning place values in decimals.

Joe—Yes, and if **all 58** of them were **pennies,** they would be worth 58 **hundredths,** because **pennies** are **hundredths.** Perhaps even **without** a dollar sign those two places are tenths and hundredths.

Bill—They probably are. I'll ask Miss Jackson if we're right. Now let's take a look at these speedometer figures. Oh, yes!

Joe—Do you still think the instrument is wrong?

Bill—No, it wasn't broken after all. We went 32 and 9 **tenths** miles each way. That's **different!** Perhaps we'll be writing tenths and hundredths the short way ourselves, pretty soon.

Joe—I **hope** so.

Class Participation Procedures

By Lawrence E. Giles

Class participation procedures include those techniques which bring about the active participation of pupils and teachers in a class. They include such activities as class discussions, committee work, writing a constitution, deciding on class rules, electing officers, staging a convention, conducting debates, presenting a panel, questioning a guest speaker, making a survey, presenting a play, or any one of a hundred activities all involving group participation and cooperation. They are intended to better relationships among pupils and between pupils and teacher, and to provide better learning situations when joint action will be more profitable than individual effort in the solution of problems or the study of topics. These procedures can make use of all the devices, projects, problems, and activities that are available under other methods.[1]

These procedures were first instituted to "eliminate the formal and stilted air that seems to pervade many classrooms and to substitute a sense of freedom and naturalness."[2]

The many advantages of the use of class participation techniques have been pointed up by leaders in education.

> Michaelis[3] says that class participation develops a group feeling which is conducive to greater effort and happier living, allows for the sharing of ideas, gives opportunities for young people to develop the desire and the ability to express views, develops the ability to select leaders and gives these leaders the opportunity to contribute more effectively, develops in the pupils the feeling of responsibility for selecting leaders, and provides opportunities for the teacher to note the behavior of the youngsters as they plan together. It also provides a setting wherein social amenities are put to practical use, critical thinking is sharpened, and attention is focused upon common problems.
>
> Howard Lane[4] points out that leadership through group choice is more realistic than leadership or special favor through teacher choice.

A a time when schools are placing more and more emphasis on education for citizenship, learning through the interchange of ideas and the attack on common problems by the group become essential techniques of democratic education.[5]

A careful study of twelve Ohio Schools[6] showed that student reports held the attention of classes studied better than any other form of presentation. Student dominated discussions held the attention in the classes studied better than any form of teacher dominated activity. Studies by Lippitt[7] indicate that more learning takes place in democratic atmospheres than in authoritarian settings.

INSTITUTING CLASS PARTICIPATION PROCEDURES

Teachers desiring to socialize their classes have developed many procedures and methods which have proved to be profitable. The author will review some practices under the following headings: (1) class organization; (2) class discussions; and (3) committee work.

1. Class Organization.

The degree of orgainzation of the class varies greatly. At one extreme is the class which writes a constitution or detailed set of procedural rules to be administered by class officers who have almost complete responsibility and authority. By contrast, there are classes which organize informally for the item of business at hand.

The class whose organization is planned in great detail may be frustrated by all of the red tape involved in carrying on simple activities. On the other hand, the skillful, cooperative structuring of the class machinery may provide an efficient vehicle for progressing more effectively as a unit.

> In a core class, which the author visited, several weeks at the beginning of the semester were spent in establishing a set of operating procedures. The framework provided for the rotation of officers, the

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[1]Wesley, Edgar B. *Teaching Social Studies in High Schools*, Boston, D. C. Heath & Co. 3rd ed., 1950, p. 501.

[2]*Ibid*, p. 501.

[3]Michaelis, John H. *Social Studies for Children in a Democracy*, New York, Prentice-Hall, 1950, p. 182.

[4]*Group Planning in Education*, DSCD, 1945 Yearbook, Lane, Howard A. "Education for Social Intelligence," pp. 2-10, p. 4.

[5]Hefferman, Helen. "Discussions, a Technique of Democratic Education," *California Journal of Elementary Education*, 14:146-152, Feb. 1946.

[6]*Journal of Educ. Psych.*, 1941, 32, 665-672, Edmiston, R. W., and Braddock, R. W. "A Study of the Effect of Various Teaching Procedures Upon Observed Group Attention," p. 672.

[7]Lippitt, R., "An Experimental Study of the Effect of Democratic and Authoritarian Group Atmosphere," Univ. of Iowa, Student Child Welfare, 1940, 16, No. 3.

consideration of problems for discussion, and frequent evaluations of the class. Even though details were carefully planned, a feeling of informality was maintained and the class became outstanding because of its smooth functioning.

The mere election of officers or appointment of class leaders does not assure participation beyond the activity of the election itself. Frequently pupil leaders retard free participation.

2. Class Discussions.

Class discussion, if properly conducted, is one of the most fruitful of all teaching methods.

There are various stages of recitation and discussion which teachers may attempt in an effort to establish class oral participtation. The lowest form is the question and answer check-up. A little higher is the recitation for diagnostic purposes. A third step may be called "developmental recitation." Some teachers are adept at asking questions in such a way that they can develop an understanding among the class members from answers they have given to related questions.

From this higher form of recitation, some teachers are able to advance to the use of discussion methods. Before the discussion can be successful, pupils must feel that they are a part of the class and that they are contributing ideas rather than pharses from books.

There are two basic forms of discussion—discursive and developmental. The former is little more than an informal exchange of views. It is frequently used to develop a relaxed atmosphere, to help the shy pupil express himself, and to develop social interchange for better group feeling. It is frequently overworked.

The developmental discussion[8] "is a closely-organized and sharply-pointed form of group thinking, motivated by the desire to answer some questions or solve some problem. It carries analyses through to the point of reaching a tentative conclusion in most cases; in any case it moves the group nearer a conclusion. The developmental discussion is always in the process of moving toward something. From it must come a progressive clarification of meanings and mastery of facts, or it has not served its purpose."

Many teachers find it difficult to make the transition from developmental recitation to developmental discussion. To protect themselves when advancing to the latter method, they frequently retain as much of the control of the discussion as possible while still allowing a real interchange of ideas.

> One of the most effective teachers the author has observed follows this procedure. He opens the period with a short, informal lecture describing the topic for discussion. He develops a conflict situation in which he calls for the pupils to make a decision about what they would have done in the situation. Frequently, he relates the historical incident to a present problem facing the pupils. He throws out a thought-provoking question which leads into a lively discussion. Following the discussion, the teacher evaluates and summarizes the contributions. He goes through a series of discussions such as this during some periods.

A step higher than the obviously teacher-controlled discussion is the teacher-guided discussion. The teacher stays in the background during the discussions. She may act as chairman or turn leadership over to the class. By subtle suggestions, she is able to give direction to the discussion. Some times the teacher finds it profitable to take charge of the class after the

[8]Hunt, Maurice, unpublished paper, "The Class Discussion As A Teaching Method in the Secondary School Social Studies," Fresno State Teachers' College.

Developing an informal atmosphere in preparation for increasing pupil responsibility.

discussion so she can add pertinent information, and evaluate and summarize the discussion.

Perhaps the highest form of discussion is the one in which the pupils take the leadership.

> One core teacher the author observed, operated as a class member. If she wanted to speak, she raised her hand and waited to be recognized the same as any other member. She had won her place with the pupils and the class had developed a unanimously accepted set of rules. The teacher was recognized as the best resource person in the class.

3. Committee Work.

Many teachers find that one of the most profitable procedures for developing class participation is the utilization of committees.

The advantages of committee work are numerous. The division of the main problem or topic which the class is studying into areas of special study allows the pupils to work on their own problems or interests. In addition to the advantage of providing a better organization for action, the committee also has values inherent in its structure.

> Pupils become better acquainted and a better group feeling is established; pupils learn to express themselves freely in the informal groups; the groups are so small that each pupil must assume a direct responsibility for his performance; many persons have the opportunity to play leadership roles, they gain practice in reporting to the class; they learn to cooperate for the benefit of a good group product; and they have direct experience in all phases of problem solving.

Committees may engage in such activities as conducting research on problems or topics of study, making surveys, and preparing reports for the class.

Teachers must be careful in utilizing the committee. Many times committees are appointed when there is no reason for forming committees and at other times the selection of members is determined by location in the class rather than by interest or ability. When committees are formed, they must understand their role, want to operate as a group, have a possibility for reasonable success, and have the personnel who can assume the various roles.

Reports to the class by committees may utilize any of several special devices which encourage class participation. The most common of these are the debate, the forum, floor talks or individual reports, panels, roundtables, informal committee reports and dramatization.

A relatively new device is the sociodrama. It is unwritten and unmemorized dramatization. It is used to motivate pupils, to reveal gaps in their information and understanding, to help them identify themselves with persons whom they seek to understand, and to provide experience in self-analysis.

The procedure can be used effectively to understand problems such as a current strike, applying for a job, and a United Nations discussion.[9] Frequently, when the discussion of a current strike or wage negotiation becomes too detached from the pupils, the device can be used to inject into the problem the tension of reality. The pupils, by self-identification, play the role of the labor representative, the spokesman for management, the federal conciliator, and a couple of interested consumers. This process involves thoughtful acting and action.

Sociodrama is often used to point out lack of understanding at the beginning and end of a study of a difficult concept, understanding or process. In this way the device clearly points up gains as well as continuing gaps in understandings or abilities to perform. The author uses this technique for studying the use of committee work.

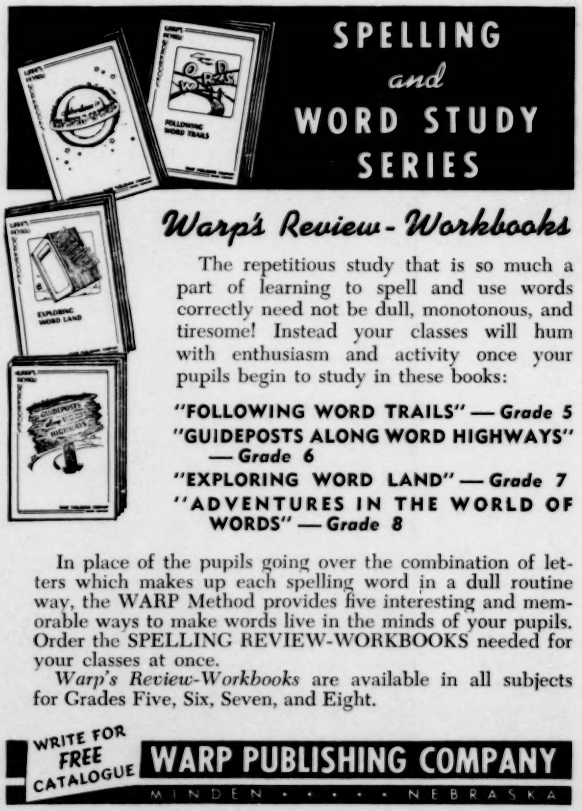
THE ROLE OF THE TEACHER

The teacher's role in setting the stage for class participation procedures is of crucial importance. She must develop an informal atmosphere; she must prepare the class to take over responsibility; she must progressively turn more control over to the class; and she must give direction and training in the preparation for and maintenance of the procedure in a worthwhile manner.

The use of class participation techniques accelerates the etsablishment of informality. However, at least a framework for informality must be present before the procedure is attempted. Skillful teachers have

(Continued on page 20)

[9]Wesley, Edgar B. p.501.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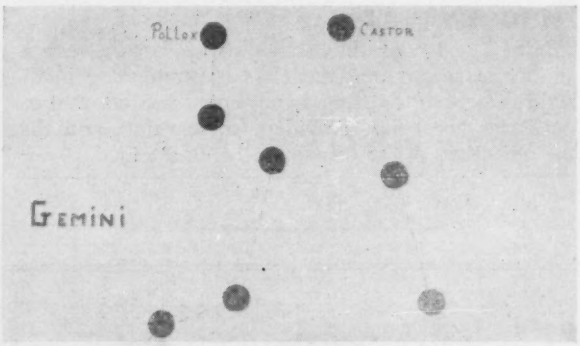
Seeing Stars

By Harold Hainfeld

Does your elementary science class have difficulty understanding concepts of astronomy? Many students find it hard to understand ideas about our solar system and various constellations. This is especially true when the subject is studied during the daylight hours of school and only the sun and occasionally the crescent phase of the moon are visible.

Producing a visual aid suitable for a unit in astronomy is a project that can be done by most upper elementary grade students. The equipment needed is a 35 mm. camera, a small tripod, one or two floodlights and a piece of etched glass or waxed paper. No special close-up lens is necessary.



Drawings made on white cards with black India ink make excellent astronomy slides.

Those familiar with photography know that a black-and-white negative is opposite of the positive print. White, when photographed will be black on the negative, and black will be white. By taking pictures of constellations drawn with black India ink on 11 x 14-inch white oak tag or drawing paper, the negative will be black, like the night sky, and the India ink markings will be white. A very realistic sky picture on film is the result.

The procedure used for the slides is as follows:

1. Mount the camera on a tripod and set the focus for the shortest distance. (Usually 2½ or 3 feet on most 35 mm. cameras.)

2. Set the camera for time exposure and press the shutter button. This will open the lens. Turn on the floodlights.

3. Open the rear of the camera and hold a piece of etched glass or waxed paper where the film would be. This will enable you to see the area to be photographed. This is necessary, because at this close distance, the view through the view finder of the camera is not the same as that which will be photographed. (called paralax)

4. Place a star chart you have made on the wall or on a cardboard box. This will enable you to check for proper focus and to center the drawing. The drawing will appear up-side-down, but don't worry about this.

5. Lock the tripod to place; make sure that it does not move.

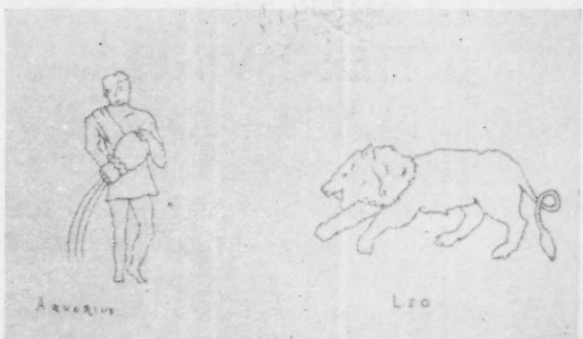
6. Mark the correct place on the wall or on the box for the drawings.

7. Trip the shutter to close the lens. Load the film into the camera.

8. Take the picture.

All that is then necessary is to photograph the series of constellation drawings. It may be advisable to take and record a series of shots at different exposures and shutter speeds. Our experience has shown that when using Super-XX film, exposure of f.8 at 1/100 second or f.11 at 1/50 second gives the best results. For illumination we used two 100-watt bulbs in reflectors placed four feet from the drawings, and so the rays do not shine on the camera lens. Drawings with India ink appear more realistically in the negative than drawings made with black crayon, pencil or chalk.

After the film has been processed, students are eager to bind the 35 mm. negative film in 2" x 2" slide binders and cover them with thin glass wafers to protect the film from scratches and finger marks. When projected in the darkened classroom or visual aids



Ancient myths can be explained from student made star drawings

room, "stars" as they appear at night are seen on the screen. Added interest is shown in astronomy and photography. Similar plans could be used for a set of drawings and slides depicting phases of the moon, parts of the solar system, comets and eclipses.

Not only does the slide-making project enable the students to "see the stars" during the daylight school hours, but their efforts contribute a valuable addition to the school's visual aids library.

Class Participation Procedures

(Continued from page 18)

been able to develop a relaxed feeling among the pupils even in a teacher-dominated situation. Personal interest in each pupil is conducive to such an atmosphere. A teacher with a good sense of humor finds many ways to develop the rapport necessary to make the class function under its own leadership.

The feeling of responsibility is also furthered by allowing pupils to participate in activities which demand self control and serious decisions. However, the teacher should remember that pupils are not always ready or willing to accept responsibility.

This reluctance is especially great with pupils who are being faced with responsibility for the first time in school. Teachers in the core programs frequently find that they must "sell" the desire for class authority to the students for weeks or months before the first steps in student control can be instituted.

The author has found college classes as reluctant as elementary or secondary school classes to accept responsibility. It is difficult for them to understand that there can be student-teacher planning and organization at the same time.

Skillful teachers can judge the degree of responsibility which the class has attained, and the amount of additional control which it should be allowed. This continuous advance toward the socialized class ideal provides a good learning situation. If a teacher thinks the class has accepted a greater responsibility than it is ready to assume, she should call for an evaluation session so that the class can readjust its control.

The passing of the control must be gradual. The teacher should recede from the place of prominence, but the socialized era cannot be induced with a simple statement of permission.[10] As a supervisor of student teachers, the author frequently sees examples of novices trying to rush the process. They must be willing to take the class where it is and lead it toward the ideal situation.

Other novices have heard that committee work is effective, so they immediately form committees without establishing a state of readiness for them, or without thinking whether committees will be more profitable than consideration by the class as a whole. One of the greatest reasons for the slight use of the discussion method is that unprepared teachers and classes have tried it and have failed miserably.

Even after a class has attained a high degree of self control and group participation, the teacher plays an important role as an evaluator, a summarizer, a guide, a resource, and a motivator. Whether she acts as a class member or retains nominal control as a class chairman or leader, the teacher always has the responsibility of seeing that the class is progressing in the right direction; that time is not being wasted; that experiences are being provided for learning, and that the objectives of the course are being attained.

[10]Wesley, Edgar B. p. 502.

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Science Experiments and Experiences

By Doris M. Walsh

THE MAPLE TREE

EXPERIENCE

The children discovered a maple tree in the school yard. When the leaves began to drop off, they brought the red and yellow ones into the class for the teacher's desk. We had a drawing lesson from them, first tracing them and coloring them in the exact colors of the individual leaf, and then going out into the yard and observing the entire tree. Then, one day one of the boys came in wearing a pair of wing-seeds on his nose as spectacles. This started the discussion of the maple tree, its leaves, seeds and uses to the world.

DISCUSSION

The maple is one of our most beautiful and useful trees. Its leaves are like the five fingers of the hand. In the summer the leaves are fresh and green but in the autumn they turn a lovely red and yellow, and finally fall off the tree, leaving it bare. The bark of the tree is rough and scaly if the tree is old. There are many different types of maple tree. The fruits are thin, paper-like wings, each bearing a seed at one end. They grow in pairs. The wind carries the seeds to another spot where another maple tree may start to grow.

Some of the maple trees are called SUGAR MAPLES. The Indians told the early settlers of our country how to make syrup and sugar from the sap of the tree. In the spring, holes are made in the tree. The sap flows out of these holes into pails. The sap is then boiled and maple syrup is made for your pancakes. It is said that "Little Black Sambo" had maple syrup on his. Maple Sugar is also made from this sap from the maple tree.

The wood from the maple tree has many uses as has the wood from all trees. Boards are made from the logs which are cut from the maple tree. These boards are made into furniture, floors and many other very pretty articles of furniture. Look around your home and see if you have any pieces of furniture made from the maple tree.

The maple tree has a very special use to the world. It is a very lovely and shady tree under which to sit in the warm summer. The roots of the tree anchor it to the ground and help feed it. The branches carry the sap through the tree. The leaves are the food factories. Sometimes in the branches of these lovely trees the mother and father bird make their nest. Wouldn't it be a nice place for baby birds to live?

THE STORY OF THE MAPLE TWINS

Two little maple seeds were twins. They each had one wing. "Two wings are enough for us," they said, "for we can use them together."

They grew on one stem which made them very happy. When they were quite small they hugged each other very closely. "What are you afraid of?" said the leaves all about them. "You will not fall." The leaves had learned to dance merrily in the wind. They knew their tree mother would hold them fast till it was time for her to tell them to leave.

So the little twin seeds learned of the leaves. They spread their wings apart and joined in the merry dance. Then they grew brown and dry.

One day the wind said to them, "Come with me." They left their tree mother and went with the wind.

Where do you think he took them?

Activities revolving around discovery of the maple tree.

OTHER ACTIVITIES:

Drawing: Pictures of leaves, wings, trees and maple sap coming from trees.

Writing: Copy the above story from the board.

Literature: *The Maple Tree "is Best of All."*

Needles green and prickly cones,
Shining in the sun
I should think to be a pine tree
Would be lots of fun.

Green leaves shivering in the wind,
Bark so smooth and white
I should like to be a birch tree
In the pale moonlight.

Golden leaves and red leaves,
Whirling in the Fall
I should think to be a maple tree
Would be best of all.

—Marion L. Langham

DIALOGUE OF CHILDREN DURING THE STUDY OF "THE MAPLE TREE"

Arch: (Appearing in the schoolroom with a lovely bouquet of red and yellow maple leaves). "Would you like these to put on your desk?"

Teacher: "I certainly would. Wouldn't they make a wonderful drawing lesson, Arch? Do you think the children would enjoy drawing them?"

Arch: "Yes. We could trace and color them."

James: "Out under the old maple tree. There are loads of them on the ground."

Teacher: "Will you get me a few, James? I would like to show them to the children."

A discussion of seeds followed, how they grew, and sprouted into trees.

Discussion of Sugar Maples

Van: "There are some pictures in this book and they must be maple trees, because the same word is under it that is on the board. M-A-P-L-E."

Teacher: "Why, yes, Van. Those are big maple trees that grow up in Vermont."

Warren: "My uncle lives in Vermont. He gets sap out of the trees and my grandma makes maple candy."

Teacher: "Tell us about it, Warren."

Warren: "I think he puts pails on the trees, and the juice comes out into the pails. I don't know how she makes maple candy, though."

This introduced the art of making maple syrup and candy.

Albert: "That would be a very good place for Little Black Sambo to live. He could have all the pancakes he wanted."

Teacher: "Can you think of another use for maple? What else is made of wood?"

Identifying branches, leaves and buds brought in from a field trip.

Discussion during drawing lesson

Mary: "These leaves look like the little dresses I have for my dolls."

John: "I think they look like my hands. They all have five fingers."

Amy: "I want to draw the tree with the leaves on it. It will be a pretty picture. And maybe we can draw another when it is all bare, and the leaves have fallen off. Then it will look like it would if it was getting ready for bed."

One child discovered a wing seed, and wore it on his nose.

James: "My name is Pinocchio."

Kathryn: "Where did you find that. And what is it?"

Richard: "Schools and desks. Maybe beds."

Amy: "My dolly has a cradle and my mother says it is made of maple. I will bring her in and show her cradle to you."

Teacher: "Who can think of something else which is maple which may be brought in?"

Children brought in a bottle of maple syrup, maple sugar, maple flavoring and all sorts of pieces of maple wood, some made into toys and toy furniture.

We set up the exhibit, and the children drew pictures of leaves, wings, Black Sambo eating pancakes, Amy's doll in the cradle, and many other things.

Detecting Trouble in the Classroom

(This paper was given by Mrs. Kate Dean, Dean of Girls at George W. Carver High School, at the meeting of the Dade County Guidance Council, December 14, 1953. There are so many pertinent points expressed that guidance chairmen might find the paper of value as a basis for a faculty discussion group for in-service training.)

By Kate S. Dean

Whenever discipline and delinquency are discussed there are some persons who blame the children and young people; some condemn education; some say it is the parents' fault; and others who speak of a delinquent society. The classroom is in a strategic position to detect trouble. The juvenile delinquents flow from the school and in some cases return to it. Reform is expensive and ineffectual as compared with education. We as classroom teachers should know enough about the causes of delinquency, complex as they are, to do good preventive work.

How does one detect trouble? If the group gets out of hand, the teacher is in a difficult spot. Wise handling during the first contacts when the class personality is being formed and the relationship between teacher and class is being established, will be a good way to establish preventive measures. When it comes to real issues, such as rowdiness or breaking rules, you will succeed or fail to the extent that you have standing with the class. If you are accepted as "O. K."; if you have the reputation of being fair and friendly; your students will follow your leadership.

Foresee difficulties and ward them off before they get to be serious issues. If you are close to your class you will know "what's cooking." Many persons have an idea that a club or homeroom or a class handled by so-called "progressive methods" manages all their own affairs without direction or guidance. Any teacher who has tried to let pupils plan together and do things other than to read and recite knows that while the teacher appears to be very much in the background, he is actually very much on the job. There is a nice distinction between being a dominating dictator and a helpless bystander. If you are going to have a group that can carry on in a natural and constructive manner without degenerating into an unorganized mob, you have to give it all you have. ***Let the group censure those who get out of hand.*** Remember that each youngster wishes to rate with his group. He will not continue to do things if his crowd really disapproves.

When an issue arises, let the group talk it out calmly and sensibly with their own leaders or officer in charge. When you have to interfere, do so positively, emphatically, calmly, and give reason for interfering. You have a responsibility for physical safety of your group, for the protection of property,

Informal activity may turn into rowdiness and purposeless noise.

and for obeying rules and regulations that are laid down for the school. Be consistent in enforcing rules and relationships or they will lose all meaning.

Keep your voice down and your temper cool. If you get to shouting, you will set the pattern for the others to follow. If you lose your temper, you lose control not only of yourself but of the group. If you let your feelings get aroused and take things personally, you put yourself in a vulnerable position. So take an impersonal attitude. Assume that acceptable behavior is that which is for the good of the group. Let them learn by their own mistakes. The group, like individuals, must learn from experience.

Be matter-of-fact in discussing rules and policies under which the group should act. If you get very emphatic, and say in an authoritative way, "I will not permit talking or gum chewing, or whatever it is, in this class," individuals in the group are likely to act with a negative attitude. Let the group understand the standards, why we have them, and be sure your reasons make sense to them. ***Be consistent.*** No one likes to have rules changed in the middle of the game.

Be fair. Being fair means treating all alike, explaining reasons for things, listening objectively to

those who feel "put upon" in some way. If a teacher or adviser is unfair, resentment flairs up. This expresses itself in malicious behavior unless it is channeled into discussion and a correction of the unfairness.

Be sure you are concerned with the group, and not with protecting your own prestige. If you have made a mistake, admit it frankly. Prestige isn't gained by never being wrong. Teachers, like pupils should be able to say, "I'm sorry, I shouldn't have done that." Keep them busy at interesting and worthwhile things. If you encourage them to help in the planning, and if within limits you let them decide what activities will be close to the immediate needs and interests of the group, they will be so busy that they won't have time to be troublesome.

Keep in mind that you must attempt to influence the group in a desirable direction, while at the same time influencing individuals in directions which are desirable for them. You cannot use the same technique with an individual as you would with a group. If a pupil gets angry for some reason, get him away from the group, give him something active to do and postpone talking it over or imposing penalties until he, and perhaps you, have "cooled off."

Keep in mind no problem of discipline is solved until you ***discover the real cause*** and try to remedy it. So often we go day after day trying to correct some behavior that causes trouble, such as talking back, being late to class, restlessness in class, or cheating in examination. It would be more sensible to get back to the cause of behavior and try to correct that. This will take more time initially, maybe a home visit and several long talks with the pupil to get to the bottom of it, but in the long run it will save time and trouble, and it will really be effective and perhaps permanent.

. . . the Poor Reader

(Continued from page 4)

sounding attack during oral reading. If every day there were some real reading with special emphasis on sounding attack on hard words, all would learn this needed habit. Many good readers learn how to sound but would rather skip instead because it is less trouble. All need to learn the habit of using sounding in reading, and one learns a habit only by much practice. Sounding games can also be used to reach those children who are not reached by the usual methods.

4. *Grouping by separating is not necessary,* since the teacher can have the "groups in her head" and be governed accordingly. Teachers are learning that seating poor readers among the good readers helps by allowing a neighbor or "pal" to help them in their work. Then the poor readers can be part of the "average" group and learn a great deal from sitting with them, listening, taking part, and so on. Those children that the teacher has in mind as the "poor readers" can be given the chance to have an "extra help period" of reading rather than to be required to just sit and wait until the "dummy period" arrives. Poor readers do not have to be "put out of" the average group. If the book for the average group is too hard for them, they can be part of the average group anyhow if allowed to contribute experiences and to discuss, and if they are given easy parts to read or "fed words" if the part is too hard.

5. If the teacher wishes to continue the *silent-oral method,* she can include the poor readers in it in several ways. She can prepare more fully for the reading both by teaching the new words and also by pointing out "hard" old ones. If all these words are first found by the class in the pages that follow, all will be greatly helped in the reading. Finding them is helped by asking about the meaning of a certain word in this story, and so on. Then during the "silent" reading, the teacher can let the children help one another or raise their hands for her to help, thus keeping all going. Of course the best way to help would be to shift from the silent-oral method to the oral-silent method. If the pages are to be read aloud anyhow, why not read them first when the reading will prevent mistakes, and have the story then read silently many times to find answers to questions?

If, during the oral reading, either first or last, the teacher asks about the sounding of various words and how they fit or do not fit certain rules, she will be helping the poor readers with their sounding as well as helping many of the average who would rather guess than work out words. It is a mistake to assume that even all the good readers sound whenever they should.

Conclusion

It is well for all to consider the various plans involved in our standard teaching of reading, and to see how they are inevitably geared to the abilities and progress of the average, successful child. But the poor readers are always with us, and we must consider them also. It will not help them just to use the standard procedures over and over and harder and harder. This has been tried a thousand times and has failed. The poor readers need a different method.

We have pointed out a method that does take into account the nature and abilities of the poor readers in our schools. We need to experiment with this method and with others until we have found the way to get success for all children in the important art of reading. "All children reading up to their capacities" —that is the goal for our schools. Let us keep on working in that direction.

Dr. E. W. Dolch of the University of Illinois, the author of *A NEW METHOD FOR THE POOR READER* is an authority in the field of reading, word meaning, and the psychology and teaching of reading. He lectures widely and is the author of numerous books and articles.

THE CHALLENGE OF OUR PROBLEMS was written by ***Mark Murfin,*** a member of the faculty of Boston University and editor of the "Try-It" column, which appears each month in the JOURNAL. Professor Murfin has been an elementary school teacher and principal, and formerly taught at Indiana University, where he was Supervisor of the Elementary Laboratory School.

An Assistant Professor of Education at Boston College, ***Sister Josephina,*** the author of *WHAT KIND OF TEACHERS DO THEY WANT?*, spent eleven years as Supervisor for elementary grades, Archdiocese of Boston Schools. Sister Josephina is the author of a Mental Arithmetic Workbook series for grades three through six.

THE GREATEST OF THESE was written by ***Edith Clifford,*** a first grade teacher at the Edward Devotion School in Brookline, Mass. Miss Clifford has contributed considerably to curriculum building in the schools and in interpreting the school system to the public. She has traveled extensively in eight European countries, enjoys rural living and antique collecting.

L. J. Mauth's twelve years in elementary education started at the age of seventeen when he taught an eight grade, one-room rural school. Receiving his graduate degrees at the University of Wisconsin, Dr. Mauth joined the faculty of Ball State Teachers' College, Muncie, Indiana in 1950 where he has since concentrated his work in the areas of psychology and elementary education. *PREVENTION OF PANIC AMONG ELEMENTARY SCHOOL CHILDREN* is Dr. Mauth's contribution to our November issue.

J. Edward Gerald is a professor at the University of Minnesota's School of Journalism. A Guggenheim Memorial fellowship took Dr. Gerald and his family to London this past year where he studied the British press under government economic controls. *CURRENT AFFAIRS IN THE SOCIAL STUDIES* is one of many of Dr. Gerald's articles to be published.

Helen L. Hulsman, the author of *A BROKEN SPEEDOMETER*, has been an elementary grade teacher in Massachusetts for 23 years and is now a Critic teacher and an Assistant Professor at State Teachers' College in Bridgewater, Mass. Miss Hulsman likes to drive, and spoke of her "old Ford" affectionately when she mentioned the Green Mountains of Vermont, one of her favorite traveling areas. She is also interested in music and is presently learning to play the flute.

An Associate Professor of Educational Psychology at the University of South Carolina, the author of *CLASS PARTICIPATION PROCEDURES*, ***Lawrence E. Giles*** received his Ph. D at the University of Minnesota and has taught in the public secondary schools of the state of Washington. With his wife and three daughters, Dr. Giles has spent some time in Guam "helping to interpret our democratic way of life to these new citizens" (Guam was made a U. S. territory in 1950). A pioneer at heart, Dr. Giles selected his present position at the University of South Carolina to be in the midst of another area undergoing great change.

A daughter, twin boys, photography and a stamp collection are only the spare-time activities of the author of *SEEING STARS*. ***Harold Hainfeld,*** a seventh grade science teacher in the Roosevelt School, Union City, New Jersey, has been in the audio-visual coordination field since 1946. In addition to active participation in several professional groups, Mr. Hainfeld has contributed more than 140 articles to educational journals.

SCIENCE EXPERIMENTS AND EXPERIENCES was compiled by ***Mrs. Doris M. Walsh,*** a first grade teacher in Brockton, Mass. In addition to a regular teaching position, Mrs. Walsh is presently taking courses at Boston University.

DETECTING TROUBLE IN THE CLASSROOM is one of several articles by ***Kate S. Dean*** who is the Dean of Girls at George Washington Carver High School in Miami, Florida. Outstanding in the education field in South Florida, Mrs. Dean has found time to devote to her family life and the raising of two daughters, one who is now a librarian in the Los Angeles Public Library, and the other a parcticing pediatrician in Miami.

NEW BOOKS

Publications of Interest To Administrators

Neagley, Ross L., Recruitment and Selection of School Administrators, Cooperative Program in Educational Administration, Middle Atlantic Region, Teachers College, Columbia University, New York. 1953, p. 51.

This report is one of a series from the work of the CPEA in the Middle Atlantic Region. This organization has five professional education development teams which have been considering such vital problems as: the concept and function of the job of superintendents; recruitment and selection of qualified personnel for training in educational administration; basic professional preparation of candidates in school administration; continued professional development of superintendents; structure, organization and cost of programs of pre-service and in-service education for school executives. The reports which are now available are the cooperative result of these teams consisting of superintendents and faculty members of sixteen colleges in the Middle Atlantic Region.

Neagley's report gives new insight into the problem of the recruitment and selection of school administrators. This pamphlet specifically considers: the changing concept of the job; the present supply and demand; and the inadequacies of selection techniques.

While there is no planned or organized program of recruitment of able talent for school administrators in the Middle Atlantic region, this report has gathered some significant techniques and presents the challenge of the need for improvement. It points out the need to consider "where de we go from here" in regard to recruiting and selecting school administrators. This booklet should prove of benefit to superintendents, school boards, and to universities that train administrators. This report is a benchmark on the way to new and better methods of encouraging able young people to become leaders in school administration.

Fisk, Robert S., Pre-Service Preparation of School Administrators, p. 49.

This CPEA report is another of the series which have been developed cooperatively by a group of superintendents and faculty members from universities in the Middle Atlantic Region. The project has been financed by the W. K. Kellogg Foundation.

This booklet is a real challenge to the university or college engaged in the preparation of school executives. The static concept of what constitutes a suitable curriculum for school administrators cannot be tolerated any more than the static condition in the public schools. This report presents the positive elements which are appearing on the horizon of professional training, and, the needed areas for further research.

Baldwin, Robert D., Continuing Professional Development of School Administrators, p. 59.

Baldwin, acting as team coordinator for a CPEA, in the Middle Atlantic Region, reviews the efforts being made by interested institutions to help the superintendent on the job meet his obligations and responsibilities more adequately. The reorganized university curriculum which includes job-oriented, realistic internships to meet the individual needs, campus courses, seminars, workshops, college field services, surveys, research and study councils are presented as techniques of continuing professional development for administrators. This bulletin also presents many practical techniques which administrators have found to be worthwhile and have successfully initiated by their own leadership. This study indicates that the two major shortcomings in the in-service program for training of school administrators are:

1. The need for a coordinating agency.
2. The need to develop methods of financing programs and helps for superintendents in the field.

Other progress reports which have originated from the Cooperative Program in Educational Administration, Middle Atlantic Region, Columbia University, and which are now available include the following titles:

Anderson, Walter A., Baldwin, Rollin P., and Beauchamp, Mary, *The Workshop Handbook.*

Haring, Roy J., *The Role of the Superintendent in the Interrelationship of School and Community.*

Koch, Raymond H. and Prestwood, Elwood, *The Job of the District Superintendent in Pennsylvania.*

Newell, Clarence A., *Handbook for the Development of Internship Programs in Educational Administration.*

Davies, Daniel R., *A Developing Concept of the Superintendency of Education Counts,* George S., Decision-Making and American Values in School Administration.

These pamphlet reports reflect the thoughtful consideration of teams of educators considering the professional preparation of school administrators. They are significant because they point out strengths and weaknesses of the conventional program and because they expose a whole area which is in need of further research. Many of the ideas advanced in these reports may also be applicable to the areas of supervision and administration at the elementary level.

Mark Murfin
Boston University

RECENT BOOKS RECEIVED

Administration

You and Your Student Teacher. Ernest J. Milner. New York: Teachers College Columbia University. 1954. $.75.

Student Teaching in the Secondary School. William T. Gruhn. New York: The Ronald Press Company. 1954. $4.25.

Decision Making and American Values in School Administration. CPEA Series. Bureau of Publications. Teachers College Columbia University. 1954. $1.00.

School Boards and Superintendents. Ward G. Reeder. New York: The Macmillan Company. 1954.

Administration of High School Athletics. Charles Forsythe. New York: Prentice-Hall, Inc. 1954. $5.00.

Creative School Administration. Harold G. Shane and Wilbur A. Yauch. New York: Henry Holt and Company. 1954. $4.50.

Staff Personnel in the Public Schools. Willard S. Elsbree and E. Edmund Reutter Jr. New York: Prentice-Hall, Inc. 1954.

Introduction To Teaching in American Schools. Gordon McKloskey, Zeno Katterle and Delmar T. Oviatt. New York: Harcourt, Brace and Company. 1954. $5.25.

Educating America's Children. Fay Adams. New York: The Ronald Press Company. 1954. $5.00.

Child Growth—Psychology

Mid-Century Crime in our Culture. Austin L. Porterfield, Robert H. Talbert. Fort Worth, Texas: Leo Potishman Foundation. 1954. $2.25.

Educational Psychology. Glenn Myers Blair, R. Stewart Jones and Ray H. Simpson. New York: The Macmillan Company. 1954. $4.75.

I Like Children. Alice M. Meeker. Evanston, Illinois: Row, Peterson and Company. 1953.

The Fives and Sixes Go To School. Emma Dickson Sheehy. New York: Henry Holt and Company. 1945. $3.75.

Psychology of Adolescence. Luella Cole. New York: Rinehart and Company, Inc. 1954. $6.00.

Principles of Educational Psychology. W. D. Commins, Barry Fagin. New York: The Ronald Press Company. 1954. $5.75.

Readings in Child Development. William E. Martin, Celia Burns Stendler. New York: Harcourt, Brace and Company. 1954.

Your Marriage and Family Living. Paul H. Landis. New York: McGraw-Hill Book Company, Inc. 1954. $3.20.

Child Development. William E. Martin, Celia Burns Stendler. New York: Harcourt, Brace and Company. 1953.

Educational Psychology. Lee J. Cronbach. New York: Harcourt, Brace and Company. 1954.

Know Your Children in School. Edited by Luch Sprague Mitchell. New York: The Macmillan Company. 1954. $3.00.

Child Psychology. Arthur T. Jersild. New York: Prentice-Hall, Inc. 1954. $6.00.

Psychology in Teaching. Henry P. Smith. New York: Prentice-Hall, Inc. 1954. $4.95.

Counseling

Judging Student Progress. R. Murray Thomas. New York: Longmans, Green and Company, Inc. 1954. $4.50.

Handbook for University School Parents. Herbert L. Coon et al. Columbus, Ohio: Ohio State University. 1954. $1.00.

Counseling Theory and Practice. Harold B. Pepinsky, Pauline Nichols Pepinsky. New York: The Ronald Press Company. 1954. $4.50.

Counseling With Parents. Edith M. Leonard, Dorothy D. Vandeman, Lillian E. Miles. New York: The Macmillan Company. 1954. $3.75.

Social Studies

Government By The People. James M. Burns, Jack W. Pelaston. New York: Prentice-Hall, Inc. 1954. $6.50.

Education in a Democracy. Alonzo F. Myers, Clarence O. Williams. New York: Prentice-Hall, Inc. 1954. $4.50.

Great Problems in European Civilization. Kenneth M. Setton, Henry R. Windler. New York: Prentice-Hall, Inc. 1954. $5.75.

The People Govern. Laurence G. Paquin, Marian D. Irish. New York: Charles Scribner's Sons. 1954. $4.00.

Elementary Economics. John A. Nordin, Virgil Salera. New York: Prentice-Hall, Inc. 1954. $5.95.

Educational Sociology. Francis J. Brown. New York: Prentice-Hall, Inc. 1954. $5.00

Economics and You. Sol Holt. New York: Charles Scribner's Sons. 1954. $3.48.

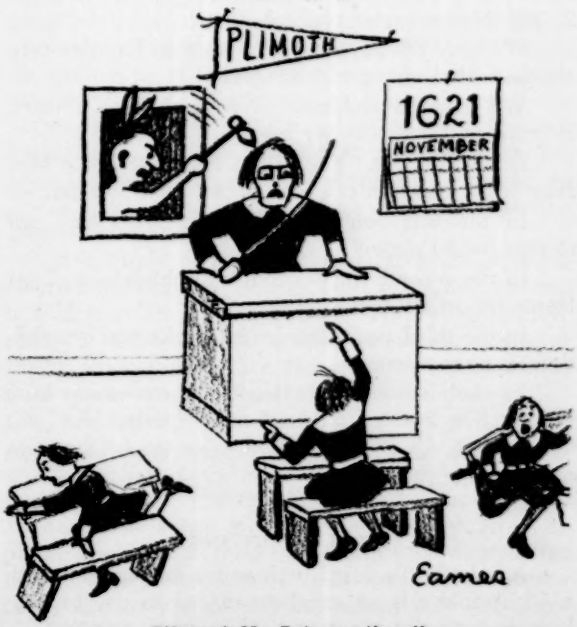
Practical Parliamentary Procedure. Rose Marie Cruzan. Bloomington, Illinois: McKnight and McKnight. 1953. $2.50.

Inglis Lecture. William B. Spaulding. Cambridge: Harvard University Press. 1954. $1.50.

Science and Health

Mental Health in Education. Henry Clay Lindgren. New York: Henry Holt and Company. 1954. $4.75.

Health and Safety For You. Harold S. Diehl and Anita D. Layton. New York: McGraw-Hill Book Company. 1954. $3.76.



Silence! No Interruptions!!

DIVISION

Can you dramatize for the children the two concepts of division?

1. The *Partition* concept:

Divide two pennies between two boys. How many does each get?

Divide 32 children into four teams. How many on each team?

Divide eight books among four children. How many for each?

In each case the divisor told how many groups. The answer told how many in each group.

In the first you started with pennies and got pennies for an answer.

In the second you started with children and got children for an answer.

In the third you started with books and got books for an answer.

In each case you counted the number in each *part* to get the answer.

2. The *Measurement* concept:

We have ten pennies. We want to buy two-cent stamps. How many can we get?

We have 32 children. We need 8 on a team. How many teams can we have?

I have 8 books. Each child may take home two. How many children can take books home tonight?

In the first you started with pennies and got stamps for an answer.

In the second you started with children and got teams for an answer.

In the third you started with books and got children for an answer.

In each case the divisor told how many in a group. The answer told how many groups.

In each case you counted the number of *groups* to get the answer.

FINGER PAINTING

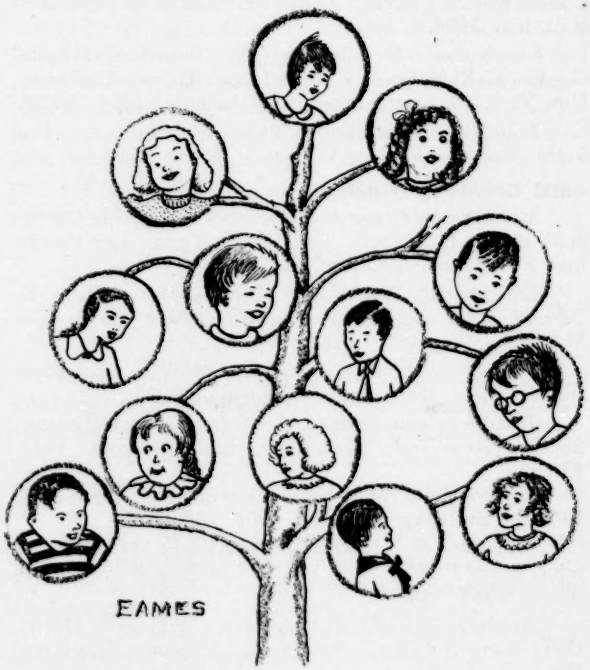
A coke bottle filled with water and topped with a 5c Sprinkler is an excellent device to use to help keep finger paint paper wet while finger painting.

A BEGINNER'S MAP

In a certain first grade room they laid off the school district on a bulletin board. They used strips of masking tape for the streets. The open squares were filled with the pictures of the children's houses. Each child drew his own house, put the street number on it, and located it in the proper place on the map. The cut-out of the schoolhouse appeared in the proper place on the map.

A TREE IN BLOOM

The kindergarten children had individual pictures taken. They took the kind of milk bottle caps that fit down over the bottle and pasted a picture of each child in a bottle cap. They made a large paper



tree on the bulletin board. Each child's picture in the center of a flower was thumbtacked to a branch of the tree. The tree looked as if it were in bloom with smiling faces in the center of the flowers.

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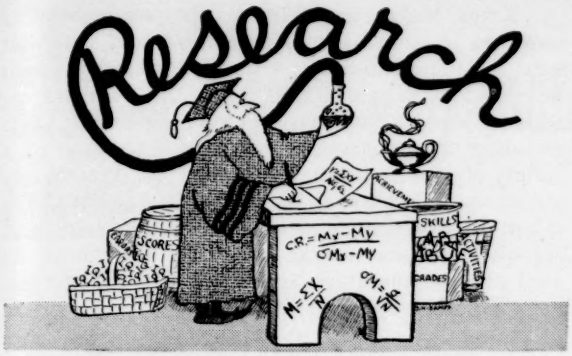

Muscular Fitness of American School Children

By Lawrence Rarick

1. Muscular Fitness.

Are American children physically weak? Has our mode of life with its increasing dependence upon labor-saving devices resulted in a generation of children who are soft and substandard in muscular fitness? Such is the belief of Hans Kraus[9] who recently made a study of the muscular fitness of 4,264 normal American school children. The results of Kraus' findings were published in both professional journals and popular magazines and have attracted widespread attention of educators, medical authorities and parents.

The tests of muscular fitness employed by Kraus consisted of five tests for trunk muscle strength and one test for flexibility of the trunk and hamstring muscles. These tests were originally developed to gauge the progress of treatment of 4,000 adults suffering from low back pain. Approximately 80 per cent of these patients failed to pass one or more of these tests. After treatment with therapeutic exercises, the patients' conditions improved, the rate of progress keeping pace with the improvement on the tests. It was therefore concluded that for most cases the relief of low back pain was closely associated with the individual's muscular fitness.

These tests, according to Kraus, represent "minimum-fitness tests" in that they indicate the muscular condition of certain key muscle groups which must be maintained if the body is to function as a healthy organism. In support of this, Kraus[10] states that patients who fail to meet these "minimum standards" give evidence of being ill from undue tensions and often show signs of emotional instability. Tensions tend to remain when persons are prevented from ridding themselves of surplus energies which in turn are apt to result in physical discomfort. Kraus believes that an increase in physical activity may prevent an imbalance between sensory stimuli and motor outlets and thus prevent the tensions and accompanying clinical symptoms of low back pain of middle life.

It is therefore important that children have ample opportunity to develop their bodies well beyond the minimum standards of strength and flexibility. While children may not immediately feel the results of muscular weakness, Kraus believes that if these minimum standards are not achieved early in life, the problem of regaining muscular fitness later in life will be much more difficult.

2. American and European Children.

When the tests of muscular fitness were given to American school children the percentage of failure was so high that Kraus felt that a similar study on European children should be made. In comparing the test results on 4,264 American school children with some 2,900 Austrin, Italian and Swiss school children from environments similar to those of the American group, the results showed that the extent of muscular weakness was much greater among the American children.[9] For example, 58 per cent of the Americans failed one or more of the six tests, while the total number of tests failed by the American children ran to 80 per cent. The similarity of results among the three European countries was striking. Only 9.5 per cent of the Austrian, 8 per cent of the Italian, and 8.8 per cent of the Swiss children failed one or more of the tests. The total number of tests failed by the European children ranged from 8.5 per cent to 9.7 per cent.

Kraus believes that the superior muscular fitness of the European children is due to the fact that they are not subjected to a society maintained by labor-saving devices. The children are required to be active in the routines of daily living, whereas mechanization has freed American children from many activities which formerly required muscular exertion.

3. Urban and Rural Children.

Since the data used by Kraus were collected on children residing in suburban and small urban communities, the question arises as to the muscular fitness of children living in rural areas. Kraus[9] has begun the study of rural children and his preliminary findings indicate that these children are somewhat superior in muscular fitness to the urban children studied. Furthermore, he has found that children attending private schools, where more emphasis is placed on physical education, achieve higher results than the original group studied.

In a study of arm and shoulder girdle strength of urban and rural Wisconsin boys of similar size and age, Herzer[5] reports that urban boys are significantly stronger. Likewise, on athletic proficiency tests of speed, power, and agility, the urban boys as a whole, show marked superiority. It should be pointed out that the rural school boys have no formal program of physical education, whereas one of the two urban groups studied has a well organized physical education program. It is interesting to note that the boys attending the urban school, which has a program of physical education, tend to perform somewhat better on the athletic proficiency tests than do the urban boys with no formal physical education. The latter group is superior in arm and shoulder girdle strength.

4. Body Build and Muscular Fitness.

In examining the problem of muscular fitness of children, the effect which physique may have upon test results should not be overlooked. The results of Bookwalter's[1] study, in which the Indiana Physical Fitness Test was given to 1,977 elementary school boys, indicate that boys of medium and linear frames score substantially better than do obese boys. Jones[8] reports that with adolescent boys, physique is among the most important factors associated with the development of strength, the boy of athletic build being much stronger. It has been generally recognized that individuals with long arms and legs and relatively short and narrow trunks are physically inferior in activities requiring strength and power.[2] Cureton[3] points out that persons of mesmorphic build show superior strength due to the amount and quality of the muscle tissue available. It would seem therefore that tests built to measure strength or muscle power should be interpreted in the light of the performer's physique.

5. The Specific Nature of Fitness.

Fitness tests of various types have been devised for use in physical education over a period of many years. The difficulty with most of the tests proposed has been that they have been designed as general measure whereas in actuality they measure rather specific functions. For example, it might be assumed that a person who is flexible in one part of the body would likewise be flexible in other regions. Hupprich,[6] however, reports that flexibility tends to be specific to the joint being measured and that no general quality of flexibility exists. The evidence presented is based on an analysis of the flexibility of twelve joints in 300 girls ages six to eighteen years. These findings are supported by Cureton[4] who reports low intercorrelations between four tests of flexibility. Furthermore, when strength tests are correlated with cardiovascular and motor fitness tests, the relationships are low. Jokl[7] emphasizes the specific nature of fitness pointing out that a person can be fit in only a limited number of tasks.

Implications.

The data presented by Kraus should raise some serious questions in the minds of school personnel. Do his findings suggest rather strongly that our schools are not giving proper emphasis to the physical well-being of children? Do the tests devised by Kraus give a valid standard for minimum muscular fitness of children?

If elementary school children are dependent upon the school physical education program to provide sufficient activity for the development of muscular fitness, most school children will remain substandard in strength. If a properly planned program is provided with emphasis upon the development of basic skills, children will then seek activity in their free time. Van Dalen[11] reports that by and large, the strong child is the active child in terms of frequency and duration of play activities.

Kraus makes no claim for his tests as valid measures of muscual strength, but he does state that they are minimum-fitness tests. The question might be raised as to whether or not a test validated on adults is equally valid for children. Should the same minimum fitness standards be set for children of a variety of ages and differing body types? Present day knowledge concerning the specificity of measures, raises the question as to whether or not these tests appraise muscular fitness accurately enough to be used as minimum-fitness tests. In any event, the test items proposed by Kraus are not difficult and it would seem that they are well within the range of capacities of most children. The work performed by Kraus has rendered a real service in that it is calling attention to the need for a reexamination of our physical education programs.

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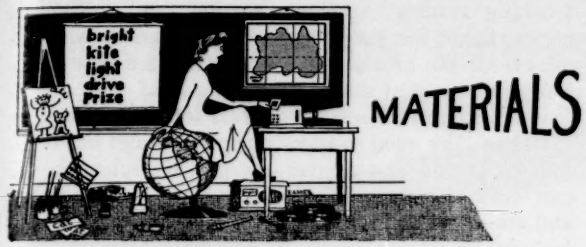

MATERIALS

The Orchestra, a set of eight 7-inch records, has been produced by Simon and Schuster (630 Fifth Avenue, New York 20, N. Y.). They contain songs and examples of the sounds of the following instruments: clarinet, flute, oboe, bassoon, trumpet, tuba, french horn, slide trombone, violin, cello, viola, bass, saxophone, piano, harp and percussion instruments. The last record contains a miniature symphony with an explanation of its form and development. The idea of these records is excellent; they are well planned and played (or sung), although the cute songs will drive adults wild after a few hearings—probably not the children. The interest and usefulness have been considerably increased by a simple but effective booklet describing and showing drawings of the instruments. The records are included in a cubic box, 7-inches on a side, which is attractive but unnecessary. It takes up too much room; an album would be better.

Student Administration of Activity Funds is a report of a study made of the student government financial program which was developed at Pratt Institute. The author, Joseph W. Crenshaw, describes the operation of the program, important principles and practices, and possible pitfalls. He further relates some of the goals which have been achieved. Published by Bureau of Publications, Teachers College, Columbia University. 92 pages; $2.75.

Business Education Films is a catalog listing of more than 130 titles of rental motion pictures for business education teachers and training directors.—Business Education Films, Film Center Building, Suite 409, 630 Ninth Avenue, New York 36, N. Y. Free.

Job-Test Chart, a 44-page manual, is designed in easy-to-read chart form. Test batteries are recommended for many positions in seven major occupational groups: office and clerical, shop and factory, supervisors, advertising and publishing, sales technical, and executive. A detailed job description for each position is included. The Chart explains how to select the proper tests, or related materials to use to match men and jobs. It is a basic guide both in selecting and placing applicants, or in transferring and promoting employees.—Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois.

Fish and Wildlife bulletin PL 21 has a list of U. S. Government bulletins valuable for science and social studies classes. An interesting set of miniature portraits of the wildlife of our national parks is 15 cents. All from the Supt. of Documents, Washington, D. C.

Heatabs are small pellets of a chemical which burns silently and safely without smoke or much odor. The flame is hot enough to melt glass tubing, and is grand for science classes where there is no gas. They burn about seven minutes each, cost 3-4 cents each. Order from J. W. Speaker Co. Milwaukee, Wis. or through your sporting-goods dealer. A small stove for 25 cents is a handy accessory.

If You are Writing a Book—you will like the series of pamphlets published by The Dryden Press, New York City. Here are some headings. Author Meets Publisher; Those Blue-Pencil Blues; Honor without Profits, Making a Fast Book.

Con-Tact, a new adhesive plastic fabric, will colorfully decorate and protect anything from a classroom wall to a textbook. It can be applied to almost any clean, dry smooth surface including windows, furniture, cabinets, shelves and bulletin boards. No water, paste or tools are needed. Just cut Con-Tact to size, peel its protective backing, apply it—and it sticks.

The new adhesive plastic fabric is as flexible as the imagination. It can be used to decorate for a school dance or play, as a "cut-out" medium for art or handicraft training, as a protective covering in manual and domestic arts work areas plus many other uses. Laboratory and consumer-tested Con-Tact is waterproof and resistant to marring, soiling and to most chemicals. It can be wiped clean with a damp cloth. Cost, 59 cents a yard. Look for it in department stores.

Air Adventure to Europe, a new film which incorporates all the excitement, wonder and fun of young students' first air-tour of Europe, was released by Trans World Airlines on August 25, for showing before colleges and universities and teacher groups in the United States who are organizing student and teacher tours to Europe next summer. "Air Adventure to Europe" may be obtained through TWA's National Distribution Agency, the Institute of Visual Training, 40 East 49th Street, New York 17, New York, or from any TWA office in the U. S. A.

Acts of Courtesy (1 reel), one of three new 16mm sound films for schools released by Young America Films, shows the relationship between courtesy and our laws and customs, and explains that courtesy is something extra we do to show our regard for others. Illustrated by many everyday examples of acts of courtesy. Designed for Elementary School and Junior High School guidance classes.

Words of Courtesy (1 reel)—dramatizes the why and when of using the common words of courtesy. Emphasizes that an attitude of thinking of others is at the root of all courtesy. Designed for Elementary School and Junior High School guidance classes.

Caring For Your Toys (1 reel)—this film shows the child how to care for his toys—how to store them, etc. Designed for Primary Grade classes. Prints of the new films are available for purchase or rent from Young America Films, Inc., 18 East 41st Street, New York City 17.

The Challenge of Our Problems

(Continued from page 6)

assume that because we live in an urbanized community that there are no longer areas where we can contribute to youth and their community. The problems of our youth are a great challenge. Consider these areas for work with parents:

1. Children are reading 90,000,000 comic books each month. The gruesome titles and contents of some of these should challenge every teacher.
2. One million youngsters were referred to the law and 40,000 committed to institutions in 1953.
3. Police picking up teen-agers roaming the streets in gangs at 11 p. m. and taking them home to their parents report that they often find no parents at home.
4. Many children are locked in their homes at night. Many fatalities result when homes or tenements develop fires.
5. Many parents having read an article on frustrations or curbing children have misinterpreted the meaning of modern child rearing.

Honestly, aren't there just as many areas for improving our community today as ever? The problems of youth and parents in the community of the school are a part of the teacher's task.

There are many areas that should challenge the good elementary school teacher. All the problems of teaching reading, spelling, writing, and arithmetic create fields for unlimited experimentation and research for the creative teacher. The area of evaluation of the present school program should offer a challenge to those who seek to do a better job of teaching children. We need to know our parents and our community so well that we can interpret the school or we can work with the problems of youth in an intelligent and unemotional manner. These tasks should not discourage us in our profession. These problems are, indeed, the factors which make our job a professional one. The challenge of our problems need not create pressures or ulcers. They are the day by day tasks which make our job a truly significant one. The American public schools and the ballot box are cornerstones in our democracy. Teachers across the nation are in the blood and sand of the arena.

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92% of graduates of leading private preparatory schools entered colleges last year,—a record high—

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The Greatest of These

(Continued from page 9)

he was completely frustrated and cried a little, for now he truly cared. He sometimes reverted to his previous behavior, but each time, a minimum of guidance and a positive treatment brought him success and satisfaction. We all realized for what Terry was striving and we were sympathetic and appreciative. We praised and encouraged him. The children smiled, nodded, and frequently spoke their approval. He began to show affection and consideration when playing and working with others. It was a gala day when his writing paper was chosen to be placed beneath our beautiful moth that we had observed emerge from it's cocoon. He wrote acceptably, "This is a Cecropia Moth." Now his eyes showed real happiness and he carried his manly shoulders with pride. There was only an occasional punch or pinch, with little or fast-fading animosity when reprimanded.

During the last week of school, this incident, related by his mother, serves as a sequel and gives evidence of Terry's complete change in attitude. Boastfully, to his father he remarked, "I can read better than Susan." When asked, "Who is Susan?" he answered, "Oh daddy, don't you know? She's the poorest reader in the class!"

Obstacle or asset, which was Terry? Surely his early behavior was an obstacle to his own progress, but just as surely, in terms of growth in emotional maturity, the process concerned with his personality development benefited the entire class. He was responsible for creating situations that led to richer experiences in living together, within a framework of love, and work, and play. And, although Terry was unable to express it in words, he was well aware that the greatest of these is love.

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